State Normal School
Salem, Massachusetts

SEVENTY-FIFTH YEAR

1928-1929

JUNE 1929

NORMAL SCHOOL BUILDING

THE DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

FRANK W. WRIGHT, *Director, Division of Elementary and Secondary Education and Normal Schools*

GEORGE H. VARNEY, *Business Agent*

ARTHUR B. LORD, *Supervisor of Office Organization*

INSTRUCTORS

THE NORMAL SCHOOL

JOSEPH ASBURY PITMAN, Principal	Education
GERTRUDE BROWN GOLDSMITH, M.A.	Nature study, gardening
CHARLES ELMER DONER	Penmanship
WALTER GEORGE WHITMAN, A.M.	Physical Science
VERNA BELLE FLANDERS, B.S.	Geography
LENA GRAYSON FITZHUGH, A.B.	History and social science
ALEXANDER HUGH SPROUL, M.S.	Business education
MARIE BADGER	Shorthand, typewriting
FLORENCE BARNES CRUTTENDEN, B.S., A.M.	History and social science
MAUD LYMAN HARRIS, A.M.	Literature, English
ALICE HAYWARD EDWARDS, A.B.	Office training, shorthand
AMY ESTELL WARE, M.A.	Geography
CAROLINE EDITH PORTER, B.S., M.A.	Children's literature, reading
HAROLD FRANCIS PHILLIPS, M.C.S.	Accounting, business
MILDRED BROWNING STONE, B.S.Ed.	Arithmetic
GEORGE FALLOWS MOODY, B.S.Ed., LL.B.	Education
MIRA WALLACE	Physical education and hygiene
LUCY STATEN BELL, B.S.	Librarian. Library practice
JEAN FRANCIS BAIRD, B.S.Ed.	Assistant, drawing and handwork
LEON HOWARD ROCKWELL, B.S., A.M.	Education
AGNES KATHERINE BRENNAN, M.S.	Bookkeeping, arithmetic, salesmanship
DOROTHY MARIE LYONS, B.S.Ed., A.M.	English
CARRIE MINNETTE BROWN	Assistant, physical education and hygiene
CHARLES FRANCIS WOODS	Music
CLARA MIRIAM GALE, M.Ed.	Drawing and handwork
LILLIAN M. HOFF, B.S., M.A.	Special education; supervisor of practice
FREDERIKA MOORE, M.D.	School Physician
ANN KEENAN CLARK	Bookkeeper and secretary
LOUISE CAROLINE WELLMAN	Registrar

THE TRAINING SCHOOL

GEORGE FALLOWS MOODY, B.S.Ed., LL.B.	Director
*HELEN GIDDINGS SCOTT, Ph.B.	Supervisor, Grade 8
ESTHER LOUISE SMALL	Supervisor, Grade 7
LILLIAN MAUDE BESSE	Supervisor, Grade 6
MARY LILLIAN PERHAM	Supervisor, Grade 5
ESTHER FRANCES TUCKWELL	Supervisor, Grade 4
MARY ELIZABETH JAMES	Supervisor, Grade 3
MARY FOSTER WADE	Supervisor, Grade 2
SYBIL INEZ TUCKER	Supervisor, Grade 1
MILDRED LOUISE SALMON	Assistant, Grade 1
ETHEL VERA KNIGHT	Kindergartner
ELEANOR ELIZABETH WALKER	Special class
FLORENCE ADAMS, B.S.Ed.	Household arts
GEORGE WILLIAM LITTLE	Practical arts

* Temporary appointment

CALENDAR

1929

January 2, Wednesday	Recess ends at 9.30 A.M.
January 28, Monday	Second half-year begins
February 22, Friday	Recess begins
March 4, Monday	Recess ends at 9.30 A.M.
March 29	Good Friday; a holiday
April 19, Friday	Patriot's Day; a holiday
April 27, Saturday	Recess begins
May 6, Monday	Recess ends at 9.30 A.M.
May 30, Thursday	Memorial Day; a holiday
June 6, Thursday June 7, Friday	Entrance examinations
June 20, Thursday	Class day
June 21, Friday	Graduation exercises at 10.00 A.M.
June 25, Tuesday	Training school closes
September 9, Monday	Training school opens
September 9, Monday September 10, Tuesday	Entrance examinations
September 11, Wednesday	Academic year begins at 9.30 A.M.
November 11, Monday	Armistice Day; a holiday
November 27, Wednesday	Recess begins at 12.25 P.M.
December 2, Monday	Recess ends at 9.30 A.M.
December 21, Saturday	Recess begins
Decmber 30, Monday	Recess ends at 9.30 A.M.

1930

January 1, Wednesday	A holiday
January 27, Monday	Second half-year begins
March 1, Saturday	Recess begins
March 10, Monday	Recess ends at 9.30 A.M.
	Good Friday; a holiday
May 3, Saturday	Recess begins
May 12, Monday	Recess ends at 9.30 A.M.
May 30, Friday	Memorial Day; a holiday
June 5, Thursday June 6, Friday	Entrance examinations
June 12, Thursday	Class day
June 13, Friday	Graduation exercises at 10.30 A.M.
June 27, Friday	Training school closes

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* See program of examinations, page 3.

NOTE.—The daily sessions of the school are from 9.30 to 12.25, and from 1.05 to 3.45 o'clock. The time from 8.30 to 9.30 and from 3.00 to 3.45 o'clock is to be used for study by all students who are in the building. From 3.00 to 3.45 o'clock, all students who have no class assignment are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training schools is on Saturday.

The telephone call of the normal school is Salem 375; of the training school, Salem 344.

The principal's residence is at 1 Fairfield Street, and his telephone call is Salem 34.

PROGRAM OF ENTRANCE EXAMINATIONS

Candidates are not required to present themselves at the school earlier than the hour of the first examination they wish to take.

THURSDAY, JUNE 6, AND MONDAY, SEPTEMBER 9, 1929

8.30–10.30	English literature and composition	3 units
Foreign Language Commercial Subjects 10.30–12.30	Latin	2, 3 or 4 units
	Stenography (including typewriting)	1 or 2 units
	Bookkeeping	1 unit
	Commercial geography	½ or 1 unit
	Commercial law	½ unit
Social Studies 1.30–4.30	Community civics	½ or 1 unit
	American history and civics (required after 1922)	1 unit
	History to about 1700	1 unit
	European history since 1700	1 unit
	Economics	½ unit
	Problems of democracy	½ or 1 unit
	Ancient history	1 unit
	English history	1 unit
	Medieval and modern history	1 unit

FRIDAY, JUNE 7, AND TUESDAY, SEPTEMBER 10, 1929

Mathematics 8.30–10.30	Algebra	1 unit
	Arithmetic	1 unit
	Geometry	1 unit
	College review mathematics	1 unit
Foreign Language 10.30–12.30	French	2 or 3 units
	Spanish	2 units
	German	2 or 3 units
Science 1.30–4.00	General science	½ or 1 unit
	Biology, botany, or zoology	½ or 1 unit
	Chemistry	1 unit
	Physics	1 unit
	Physical geography	½ or 1 unit
	Physiology and hygiene	½ or 1 unit
Fine and Practical Arts 3.30–5.00	Home economics	1 or 2 units
	Manual training*	1 unit
	Drawing	½ or 1 unit

All candidates who are to take examinations in a given field are expected to present themselves promptly at the time set for the beginning of the examinations in that field.

Candidates are not to present themselves for examinations in subjects not pursued for an equal number of points, in terms of our entrance requirements, during the last four years of the secondary school.

* To be accepted for the practical arts course at Fitchburg and Massachusetts School of Art only.

Students who have completed the third year in a secondary school may take preliminary examinations *in not more than five units* other than English. English may not be taken as a preliminary.

STATE NORMAL SCHOOL

SALEM, MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to, or retained in, the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the public school curriculum are carefully reviewed with reference to methods of teaching. The professional training includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

Applications will be accepted from January 1 to June 14 inclusive of the year in which the candidate wishes to enter the school. All credentials must be in the office of the normal school before June 15.

On July 1 a statement will be mailed to each candidate: that she is admitted; that she is on the waiting list of qualified applicants; or that she has failed to qualify. Candidates who, after being informed that they have qualified, decide not to enter the school should inform the office of their withdrawal immediately in order that others may be admitted from the waiting lists to fill the vacant places.

No place will be held for a student who is not present at the opening of the session on Wednesday, September 11, 1929 unless she has the previous permission of the principal to be absent on that day.

EVALUATION OF CREDENTIALS

When the number of qualified applicants on July 1 is in excess of the number that can be admitted, the plan for selecting students outlined on page 7 will be in effect.

REQUIREMENTS FOR ADMISSION

I. Application for Admission. — Every candidate for admission to a normal school is required to fill out a blank entitled Application for Admission to a State Normal School and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school, and should be filed as soon after January 1 of the senior year of the applicant as is convenient, and, together with other necessary blanks must be filed before June 15 of that year.

Under the rules of the Massachusetts Department of Education, applications for admission to the normal schools of the State may not be received prior to

January first of the year in which the candidate desires to be admitted. Applications for succeeding years may be renewed under the same condition.

II. Blanks to be filed by the High School Principal.[1] — The principal of the high school last attended is expected to fill out two blanks, one giving the high school record, and the other a rating of personal characteristics, and send them to the principal of the normal school so that he will receive them before June 15.

III. General Qualifications. — Every candidate for admission as a regular student must meet the following requirements: —

1. *Health.* — The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. Each applicant must pass a satisfactory physical examination before final admission can be gained. This examination will be given at the normal school at Salem, by the school physician, soon after the opening of the term in September.

2. *High School Graduation.* — The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.* — The high school record must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows: —

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

4. *Personal Characteristics.* — The rating of personal characteristics and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. Scholarship Requirements. — Of the fifteen units presented for admission, at least ten must be selected from the list given below in Section V, and must be of a satisfactory grade as determined by certification or examination. Three of these ten units must be in English and one in American history and civics. (Applicants for admission to the practical arts curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements.)

1. *Certification.* — Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in each year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half[2] of the graduating class of a Class B high school.

2. *Examination.* — Any candidate not securing credit by certification for ten units must secure credit for the remaining number of units by examination in subjects chosen from the list in Section V.

3. Candidates are not to present themselves for examinations in subjects not pursued during the last four years of the secondary school.

V. List of Subjects for Certification or Examination

Required (4 units)

English, literature, and composition	3
American history and civics	1

[1]These forms should be obtained from the office of the Department of Education.

[2]The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

Elective (6 units)

The candidate may make up the total of six elective units from any combination of the subjects listed below, except that these units must be so distributed that the number offered in any field shall not exceed the limits set for it, and with the proviso that the minimum total amount offered in any one of these six fields shall be one unit, for the class entering in September, 1927, and thereafter.

	Units
Social studies, 1 to 3 units	
Community civics	½ or 1
History to about 1700	1
European history since 1700	1
Economics	½
Problems of democracy	½ or 1
Ancient history	1
English history	1
Medieval and modern history	1
Science, 1 to 3 units	
General science	½ or 1
Biology, botany, or zoology	½ or 1
Chemistry	1
Physics	1
Physical geography	½ or 1
Physiology and hygiene	½ or 1
Foreign language, 2 to 4 units	
Latin	2, 3, or 4
French	2 or 3
Spanish	2
German	2 or 3
Mathematics, 1 to 3 units	
Algebra	1
Geometry	1
Arithmetic	1
College review mathematics	1
Commercial subjects, 1 to 2 units	
Stenography (including typewriting)	1 or 2
Bookkeeping	1
Commercial law	½
Commercial geography	½ or 1
Fine and practical arts, 1 to 2 units	
Home economics	1 or 2
Manual training*	1
Drawing**	½ or 1

* To be accepted for the practical arts course at Fitchburg and Massachusetts School of Art only.

** A maximum of two units will be accepted for admission to the Massachusetts School of Art.

Additional (5 units)

The five additional units, necessary in order to make up the fifteen units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. Place, Time, and Division of Examinations. — Entrance examinations may be taken in June and September at any state normal school (including the Massachusetts School of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certificate.

VII. Admission as Advanced Students. — A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

VIII. Admission of Special Students. — When any normal school, after the opening of the school year, can accommodate additional students, the commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the department upon the satisfactory completion of the work of any curriculum.

IX. A Preferred Preparatory School Curriculum. — A preferred normal school preparatory curriculum: For the most successful pursuit of work in a state normal school and in teaching, the following subjects are recommended as especially desirable in high school:

	units	
	minimum	maximum
English	3	4
Social studies	3	4
Science	2	4
One foreign language	2	4
Mathematics	2	3
Household arts	1	3

In addition, students should have music, art, and physical education.

For a statement of credit permitted on each subject toward the entrance requirements, see page 6.

EVALUATION OF CREDENTIALS

When the number of qualified applicants on July 1 for any of the normal schools or the Massachusetts School of Art is in excess of the number that can be admitted, the scholarship records and the ratings of personal characteristics of all applicants for that school will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the school.

The existing rules with reference to the distribution and certification of subjects, as stated on pages 5-6 of this catalog, will still be in force. When the selective process is found necessary, an evaluation of the scholarship and personality records of students, as received from the high schools, will be made on the following basis:

(*a*) Scholarship will be allowed 75 points for 15 units of work.

(*b*) Personality will be allowed 25 points.

As a basis of computing the total score from the *scholarship record,* marks will be evaluated as follows: A, 5 points; B, 4 points; C, 3 points; D, 2 points. (For the system of marking, see the Manuel for High Schools, page 24.)

As a basis of computing the *personality record,* which includes ten characteristics, exclusive of health, ratings will be evaluated as follows: superior, 2½ points; excellent, 2 points; good, 1½ points; fair, 1 point.

Health: Each applicant must pass a satisfactory physical examination before final admission can be gained. This examination will be given at the normal school at Salem, by the school physican, soon after the opening of the term in September.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years which leads to the degree of bachelor of science in education are the same as for students who apply for admission to the elementary and junior high departments.

The study of commercial subjects in the secondary school is not a prerequisite for admission to this department.

CONDITIONS OF GRADUATION

The following is quoted from the regulations of the State Department of Education for the administration of the normal schools:

Each student who has faithfully and honorably completed a full course of study in a normal school, shall, upon recmmendation of the principal of the school, and with the approval of the commissioner, receive a diploma of graduation or a degree. Graduates of standard colleges will receive diplomas from the elementary or junior high school departments upon the completion of a year of satisfactory work; graduates of normal schools will receive certificates. No diploma or degree will be given until (1) all required work shall have been accomplished and (2) a rank of C or better is secured in seventy-five per cent of the final marks in the curriculum.

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated whatever his academic standing may be.

SPECIAL EDUCATION DEPARTMENT

Courses for Teachers of Retarded Children. — A state law approved July 1, 1919, provides that all towns having ten children three or more years retarded "shall establish special classes to give such children instruction adapted to their mental attainments." The State Normal School at Salem aims to supply the rapidly increasing demand for teachers of these classes and offers a course for their training; this consists of the work prescribed for the first two years of the three-year elementary course (see the curriculum, pages 10, 11) and an additional year which includes specialized courses in psychology, methods, and mental testing; courses in handwork and design, shop work and printing, simple cooking and sewing. In addition to observation and practice under supervision in the special class in the training school, there will be directed observation and practice in special classes in Everett, Malden, and Reading. There will be opportunity to visit the Walter E. Fernald State School at Waverley and similar state institutions. A diploma or a special certificate will be granted to those who successfully complete the work.

Course for Teachers of the Deaf. — A course is offered for a limited number of students to train as teachers for the deaf. This course consists of three years of training in the elementary department at the normal school with observation in the Horace Mann School for the Deaf in Boston, and observation and practice teaching in the Beverly School for the Deaf and the day class for the deaf at Lynn. A fourth year is spent in the Clark School for the Deaf. Northampton. In addition to the diploma of the three-year elementary course from the normal school, a special certificate is awarded by the Clarke School for the Deaf.

THE OBSERVATION AND TRAINING DEPARTMENT

The Elementary Department. — In co-operation with the school committee of the city of Salem, the normal school maintains a training school, which includes grades I-VIII, a special class, and a kindergarten. The training school is conducted in a modern building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that its methods may exemplify the theory given in the normal school courses. A considerable part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

TRAINING SCHOOL BUILDING

In preparing students for responsible practice teaching, they are brought into contact with the training school during their first year in the normal school. Observation of teaching is carefully directed by the grade supervisors; written reports of different types of lessons taught by the supervisors are made by the students; and students participate in school activities so far as this seems feasible. Students are given the opportunity for such a series of directed observation lessons in as wide a range of grades as possible. General problems of classroom procedure are discussed with them by the director. The aim of the work is to devolep a feeling for the problems of teaching, some familiarity with its technique, and some intelligent notion on the part of students as to the grades in which they would like to do their practice teaching.

For one-fourth of their sophomore and senior years, students are assigned to the training school for practice teaching under the direction of the grade supervisors who are responsible for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system.

Facilities for practice teaching are also provided in selected public schools in towns and cities conveniently near the normal school.

The Junior High School Department. — Students who are preparing to teach in the junior high school spend one-fourth of the sophomore and one-fourth of the senior year in practice teaching. A part of this time is spent in selected junior high schools in convenient locations. In these schools the practice is carried on under the personal supervision of the director of the training department, and the teachers and supervisory officers of the several schools.

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in approved high schools with which arrangements for supervision have been made.

Under the curriculum now in effect, students are required to spend one-half of the third year of the course in office work.

It is contemplated that, beginning with the class entering in September, 1929, the curriculum will include four years of resident study and eighteen weeks of full-time office work, for pay, in positions which have been approved by the school; the work in these positions to be of such a character, both in quality and in variety, that it can be accepted for credit toward the degree of the department. The requirement may be met by three six-week periods of employment during the vacations following the freshman, sophomore, and junior years; or by two nine-week periods in any two of these vacations.

CURRICULA

A period is fifty minutes in length

A. Elementary Department

Designed for students preparing to teach in the first six grades of elementary schools.

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
To be given in 1929-1930 only:			
Second Year			
English Language 2	28	2	2 hours
Literature 2	28	2	2 to 3 hours
History and Social Science 2	28	2	2 hours
Physical Education 4	28	2	2 hours
Music 2	28	1	1 hour
Music 4	28	1	None
Education 2	28	1	2 hours
Education 9	28	1	1 hour
Education 13	28	1	1 hour
English Language 10	28	2	1 hour
Nature Study	28	4	4 hours
Physical Science 1	28	2	2 hours
Drawing and Handwork 2	28	3	2 hours
Physical Education 2	28	2	None
Education 6	10		15 hours
		26	22 to 23 hours

For those entering in September, 1929, the course will be three years in length; the curriculum follows:

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
First Year			
English Language 1	38	1	1 hour
English Language 8, 9	38	2	2 hours
Literature 1	38	1	1 hour
English Language 10	38	1	1 hour
Library Study	19	1	1 hour
History 1	38	2	2 hours
Education 11	38	2	2 hours
Education 21	38	2	2 hours
Music 1	38	1	1 hour
Music 4	38	1	None
Drawing and handwork 1	38	1	1 hour
Arithmetic 1	38	1	1 hour
Geography 1	38	1	1 hour
Physical Science 1	38	2	2 hours
Physical Education 6	38	1	1 hour
Physical Education 1	38	2	None
		21 and 22	18 and 19

A. Elementary Department — Concluded

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
Second Year			
English Language 4	28	2	2 hours
Literature 8	28	2	2 hours
English Language 10	28	1	1 hour
History 2	28	2	2 hours
Education 13	28	1	1 hour
Education 2	28	2	2 hours
Music 2	28	1	1 hour
Music 4	28	1	None
Drawing and Handwork 2	28	1	1 hour
Arithmetic 1	28	1	1 hour
Geography 1	28	2	2 hours
Nature Study 1	28	2	2 hours
Physical Education 4	28	1	1 hour
Physical Education 2	28	2	None
Education 6	10		15 hours
		21	18 hours
Third Year			
English Language 2	28	2	2 hours
Literature 2	28	2	2 hours
History 13	28	2	2 hours
Education 20	28	1	1 hour
Education 22	28	2	2 hours
Education 9	28	1	1 hour
Music 5	28	1	1 hour
Music 4	28	1	None
Drawing and Handwork 2	28	1	1 hour
Arithmetic 1	28	2	2 hours
Geography 2	28	1	1 hour
Nature Study 2	28	3*	1 hour
Physical Education 4	28	1	1 hour
Physical Education 2	28	2	None
Education 6	10		15 hours
		22	17 hours

* Including 2 laboratory periods.

B. Junior High School Department

Designed for students preparing to teach in grades 7 and 8 and in junior high schools.

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
First Year			
Identical with first year of A[1]			
Second Year			
English Language 4	28	2	2 hours
Literature 3	28	2	2 to 3 hours
Arithmetic 2	28	2	1 to 2 hours
Geography 2	28	2	2 hours
History and Social Science 3	28	2	2 hours
Music 3	28	1	1 hour
Music 4	28	1	None
Biological Science 1	28	4	4 hours
Physical Science 2	28	2	2 hours
English Language 11	28	1	1 hour
Drawing and Handwork 3	28	3	2 hours
Physical Education 3	28	2	None
Education 7	10		15 hours
		24	19 to 21 hours
Third Year			
English Language 3	28	2	2 hours
Literature 7	28	2	2 to 3 hours
Music 4	28	1	None
Education 3	28	3	3 hours
Education 9	28	1	1 hour
Physical Education 5	28	2	2 hours
Physical Education 3	28	2	None
Education 7	10		15 hours
and approximately 12 periods elected from the following:			
Literature 6	28	3	3 to 4 hours
History 4	28	4	4 hours
Arithmetic 4	28	3	2 to 3 hours
Geography 3	28	5	5 hours
Geography 7	28	3	3 hours
Drawing and Handwork 4	28	4	2 hours
Biological Science 2	28	3	3 hours
General Science 2	28	6*	—

[1] Except that students in this course will be in a division by themselves and the work will be considered from the standpoint of the junior high school.

* Laboratory; equivalent to 3 class periods and 3 hours of preparation weekly.

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools and leading to the degree of bachelor of science in education.

Name and Number of Course	Number of Weeks	Periods weekly of: Class Work	Periods weekly of: Outside Preparation
First Year			
English Language 5	38	2	2 hours
Shorthand 7	38	4	5 hours
Typewriting 1	38	4	None
History and Social Science 7	38	3	3 hours
Geography 4	38	2	2 hours
General Science	38	2	2 hours
Bookkeeping 1	38	3	3 hours
Education 4	38	2	3 hours
English Language 12	38	1	1 hour
Physical Education 6	38	1	1½ hours
Music 4	38	1	None
Physical Education 7	38	1	None
		26	24 hours
Typewriting 1a[1]	38	2	None
Office Training 1[1]	38	4	3 hours
English Language 17[1]	38	2	2 hours
Second Year			
English Language 6	35	2	2 to 3 hours
Shorthand 8	35	3	3 hours
Typewriting 2	35	3	1 hour
History and Social Science 10	35	2	2 hours
Arithmetic 3	35	2	2 hours
Geography 6	35	4	4 hours
Bookkeeping 2	35	3	4 hours
Education 10	19	3	3 hours
Salesmanship 1	16	3	3 hours
store experience	3	full time	—
Music 4	35	1	None
Physical Education 7	35	1	None
		24	22 to 23 hours
*Third Year**			
History and Social Science 9	19	3	3 hours
History and Social Science 8	19	3	3 hours
Business 1 (organization)	19	3	3 hours
Education 17	19	3	3 hours
Salesmanship 2	19	2	2 hours
English Language 15	19	2	2 hours
Music 4	19	1	None
Physical Education 7	19	1	None
Business 6 (business experience) and either	19	–	–
Business 3 (statistics)	19	2	2 hours
Bookkeeping 6	19	3	3 hours
or			
Shorthand 6	19	3	4 hours
Typewriting 6	19	3	None
		23 or 24	21 or 20 hours

[1] Under certain conditions, these courses may be substituted for Shorthand 7 and Typewriting 1. See pages 16, 28 and 29.

* See page 9, last paragraph.

C. Commercial Department — Concluded

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
Fourth Year			
Literature 4	30	2	2 to 3 hours
English Language 7 . . .	30	1	1 hour
English Language 16 . . .	30	1	1 hour
History and Social Science 11	30	2	2 hours
English Language 13 . . .	20	1	1 hour
Education 5	30	2	2 hours
Education 18	30	2	2 hours
Business 2 (banking) . . .	30	2	2 hours
Music 4	30	1	None
Physical Education 7 . . .	30	1	None
Education 8	8	–	–
and either			
Business 4 (trade)	19	3	3 hours
Business 5 (transportation) .	11	3	3 hours
Bookkeeping 3	30	4	4 hours
or			
Shorthand 9	19	3	3 hours
Typewriting 3	11	3	2 hours
Office Training 3	30	4	6 hours
		22	20 or 22 hours

D. Special Education Department

Designed for students preparing to teach in special classes and in schools for the deaf.

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
FOR SPECIAL CLASSES			
First and Second Years			
Identical with first and second years of A, pages 10, 11.			
Third Year			
Education 12	28	4	4 hours
Education 14	28	4	4 hours
Education 15	28	3	3 hours
Cooking and Sewing 2 . . .	28	2	As required
Industrial Projects 2 . . .	28	2	by the sev-
Drawing and Handwork 5 .	28	2	eral instruc-
Education 16	10		tors

Continued directed observation and practice in the special class

FOR SCHOOLS FOR THE DEAF.

First, second and third years. Identical with A, with the addition, in the third year, of four weeks of directed observation and practice in schools for the deaf for the purpose of affording an intelligent basis for a decision as to whether a course in the Clark School for the Deaf will be elected.

Fourth year. To be spent in training in the Clark School for the Deaf, Northampton, Massachusetts.

In the following pages, courses for elementary school teachers are marked A; for junior high school teachers, B; for commercial teachers, C; for teachers of atypical children, D.

ENGLISH LANGUAGE

English Language 1. (A, B) Composition. — Miss Lyons.

First year. One class period and one hour of preparation weekly.

Practice in oral and written forms to develop a clear and forceful expression. Special stress upon the technique determined by the felt needs of the student as revealed in the program of the work. Reports and discussion of students' needs; directed reading; oral and written exercises; criticism; conferences, required and optional.

English Language 2. (A) Teaching of English in the first six grades. — Miss Lyons.

Third year. Two class periods and two hours of preparation weekly.

The teaching of essentials in oral and written composition in the elementary school with special emphasis upon sentence sense, paragraph structure, and discriminating use of words. Development of standards for teaching composition through (1) directed reading in the teaching of English; (2) directed observation of graded teaching lessons; participation in the planning and teaching of illustrative lessons; criticism and discussion; (3) critical study of language books for the elementary grades.

English Language 4. (A, B) Composition. Discussion, reading, themes, criticism, conference. — Miss Lyons.

Second year. Two class periods and two hours of preparation weekly.

Advanced study of oral and written forms to develop ability in correct and artistic expression. An effort will be made to correlate this work with the courses in literature, history, education, hygiene, and geography.

English Language 3. (B) Teaching of English in grades 7 and 8 and in junior high school. — Miss Lyons.

Third year. Two class periods and two hours of preparation weekly.

The teaching of oral and written composition in the junior high school through (1) directed reading in the teaching of English; (2) participation in the planning and teaching of lessons which apply the best in recent educational theory of the teaching of English; (3) critical study of English text books for the junior high school.

English Language 5. (C) Rhetoric and Composition. Themes, criticism, dictation, correction of papers, conference. — Miss Harris.

First year. Two class periods and two hours of preparation weekly.

Study of the paragraph; the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C) Exposition, description, narration. — Miss Harris.

Second year. Two class periods, two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition; guidance in reading for recreation. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud; giving abstracts of stories and of other reading; criticism; discussion. Aims: clear, full, and interesting presentation.

English Language 7. (C) Business English and correspondence. — Miss Brennan.

Fourth year. One class period and one hour of preparation weekly.

Aim: to give the student a thorough training in business letter and report writing. The teaching of business English in high schools is thoroughly discussed.

English Language 8. (A, B) Methods of teaching reading in grades 1 and 2. — Miss Porter.

First year. Twelve weeks. Two class periods and two hours of preparation weekly.

A course dealing with the "learning to read" stage, and phonetics.

English Language 9. (A, B) Reading and story telling. — Miss Porter.

First year. Twenty-six weeks. Two class periods and two hours of preparation weekly.

A course in the technique of reading and story telling which aims to meet both the personal and the professional needs of the student. The reading problems of grade 3 to 6, inclusive, are emphasized by means of observation, discussion, and practical plan-making.

For the junior high freshmen, the reading problems of the junior high school grades are emphasized.

English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades. — Mr. Doner.

First and second years. One class period and one hour of preparation weekly, each year.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing the maximum of results in the minimum of time.

English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8 and junior high school. — Mr. Doner.

First and second years. One class period and one hour of preparation weekly, each year.

Aims and methods as in English Language 10.

English Language 12. (C) Beginner's course in penmanship. — Mr. Doner.

First year. One class period and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. — Mr. Doner.

Fourth year. One class period and one hour of preparation weekly.

Training in three special branches of handwriting: ornamental, engrosser's script, and Old English lettering. The aim is to assist students in simple engrossing work for diploma and certificate use.

English Language 15. (C) Penmanship. — Mr. Doner.

One-half of third year. Two class periods and two hours of preparation weekly.

Application of penmanship to various uses in office work.

English Language 16. (C) Parliamentary procedure and public speaking. — Miss Brennan.

Fourth year. One class period and one hour of preparation weekly.

The conduct of public assemblages, speech composition, forms of public address, persuasion, processes of argument and refutation.

English Language 17. (C) Miss Harris.

First year. Two class periods and two hours of preparation weekly.

Students entering with satisfactory knowledge and skill in shorthand and typewriting may substitute this course with Office Training 1 and Typewriting 1a for Shorthand 7 and Typewriting 1.

LITERATURE

Literature 1. (A, B) Children's literature. — Miss Porter.

First year. Thirty-eight weeks. One class period and one hour of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

For the junior high freshmen, the course includes literature suited for the junior high school grades and emphasis is placed upon that work.

Literature 2. (A) Appreciation of literature. — Miss Harris.

Third year. Two class periods and two to three hours of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; how to tell a good novel; how to produce a play; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year three long themes suggested by the main topics of the course, or the equivalent.

Literature 3. (B) Teaching of literature in grades 7 and 8 and junior high school. — Miss Porter.

Second year. Two class periods and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C) General literature. — Miss Harris.

Fourth year. Two class periods and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 6. (B) Advanced course in teaching literature. — Miss Harris.

Third year. Three class periods and from three to four hours of preparation weekly. Elective.

This course is for students who wish to specialize in teaching literature in the junior high school. Its aim is to give a background for the work which is both academic and professional. Some of the subjects covered are: the great epics, ballads and other forms of lyrical poetry, modern poetry, current essays, the philosophy of the short story; methods for their presentation in the junior high school.

Literature 7. (B) Studies in literary movements. — Miss Harris.

Third year. Two class periods and two to three hours of preparation weekly.

The aim of this course is both cultural and professional: to make the student acquainted with great literary works, and to help him to appreciate the literary changes which keep pace with social ideals. The course includes a knowledge of the technique of the drama, and a study of stage craft; a teaching presentation of Shakespeare's plays; a study of the development of the English novel and biography; modern poetry.

Literature 8. (A) Miss Harris.

Second year. Two class periods and two hours of preparation weekly.

A survey course in English and American literature will be given with emphasis on certain literary types and forms when their thought, idealism and human interest are certain to enrich the cultural and professional background. Although this work is largely of a highly professionalized nature, it is such that credit may be easily secured and applied toward a college degree.

LIBRARY STUDY

LIBRARY STUDY. (A, B) A COURSE IN THE TECHNICAL KNOWLEDGE AND USE OF LIBRARIES. — MISS BELL.

One-half of first year. One class period and one to two hours of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

HISTORY AND SOCIAL SCIENCE

HISTORY AND SOCIAL SCIENCE 1. (A) METHODS OF TEACHING HISTORY IN THE ELEMENTARY SCHOOL. — MISS FITZHUGH.

First year. Two class periods and two hours of preparation weekly.

Discussion of subject matter and aims for the first six grades. Projects. Socialized recitation. Field trips. Best methods for presenting to children discussed with view to setting correct historical attitudes and skills.

HISTORY AND SOCIAL SCIENCE 2. (A) MISS FITZHUGH.

Second year. Two class periods and two hours of preparation weekly.

One quarter, methods of teaching community civics in grades I-VI and its correlation with other subjects. Two quarters, survey of world history.

HISTORY AND SOCIAL SCIENCE 3. (B) METHODS OF TEACHING HISTORY AND SOCIAL SCIENCE IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL. — MISS CRUTTENDEN.

Second year. Two class periods and two hours of preparation weekly.

Development of general world history as it pertains to and explains American history from 1783 to the present. Discussion of aims, methods, and material in teaching history.

HISTORY AND SOCIAL SCIENCE 4. (B) PROBLEMS IN PRESENT-DAY DEMOCRACY FOR JUNIOR HIGH SCHOOL. — MISS CRUTTENDEN.

Third year. Four class periods and four hours of preparation weekly. Elective.

Current events: Work based on current newspapers and magazines. Emphasis placed on material and methods suitable for junior high school.

Community civics: Study of aims, courses, materials, and methods for junior high school.

HISTORY AND SOCIAL SCIENCE 7. (C) HISTORY OF COMMERCE. — MISS CRUTTENDEN.

First year. Three class periods and three hours of preparation weekly.

Survey of field of commerce from ancient times to the present. Special emphasis on emergence of present-day problems from past inheritances. Study of causes and effects. Stress on the importance of commercial relations to a people's progress and institutions.

HISTORY AND SOCIAL SCIENCE 8. (C) ECONOMICS. CONTEMPORARY ECONOMIC PROBLEMS. — MISS CRUTTENDEN.

One-half of third year. Three class periods and three hours of preparation weekly.

Principles of economics. Emphasis on the theoretical side with practical application whenever possible.

HISTORY AND SOCIAL SCIENCE 9. (C) COMMERCIAL LAW. — MR. PHILLIPS.

One-half of third year. Three class periods and three hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the

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consideration of business affairs, and to acquaint the student, by the use of the case method, with interpretations governing business relationships.

History and Social Science 10. (C) Present-day problems of Europe. — Miss FitzHugh.

Second year. Two class periods and two hours of preparation weekly.

Text book on Twentieth Century Europe supplemented by work from current literature. Emphasis upon industrial and economic phases.

History and Social Science 11. (C) Contemporary economic problems. — Miss Cruttenden.

Fourth year. Two class periods and two hours of preparation weekly.

Continuation of work of third year. Discussion of contemporary economic problems as developed in current literature and through personal investigation.

History and Social Science 12. (B) Methods of teaching history in the junior high school. — Miss Cruttenden.

First year. Two class periods and two hours of preparation weekly.

Development of general world history as it pertains to and explains American history from the period of discovery to 1783.

History and Social Science 13. (A) Miss FitzHugh.

Third year. Two class periods and two hours of preparation weekly.

Principles of sociology and economics in an elementary way for the teacher's own background.

EDUCATION

Education 2. (A, B) Educational psychology. — Mr. Rockwell.

Second year. Two class periods and two hours of preparation weekly.

Includes instincts and habits as motives; emotions and success; economy in learning, reasoning and problem solving; transfer of training; intelligence and success; measuring results in learning; elementary educational statistics; mental hygiene; personality.

Education 3. (B) Educational psychology with special reference to the junior high school. — Mr. Moody.

Third year. Two class periods and two hours of preparation weekly.

The larger problems of educational psychology: changes to be made in human beings; agencies employed in making these changes; variations in the capacities which human beings possess for acquiring the changes; economic methods by which the changes may be brought about. A discussion of differentiated curricula; special classes; technique of educational and intelligence tests; efficiency of school methods; remedial instruction for deficiencies discovered through the use of tests; psychology of school subjects.

Education 4. (C) First course in the psychology of business. — Mr. Rockwell.

First year. Two class periods and three hours of preparation weekly.

The course includes: a short study of the use of the nervous system; inherited tendencies; how we learn; effect of time and effort on what we practice; economy in mental processes used; the power of suggestion; and a study of human desires and motives.

Education 5. (C) Pedagogy and its application in commercial teaching. — Mr. Sproul.

Fourth year. Two class periods and two hours of preparation weekly.

The course embraces a brief summary of the history of commercial education in the United States; the place of commercial training in the high school; recent surveys; present status and tendencies; the organization and administration of a commercial department; the duties of a director; and special methods in the teaching of the technical commercial subjects.

Education 6. (A) Practice teaching.

Second and third years. Ten weeks, thirty periods weekly.

Education 7. (B) Practice teaching.

Second and third years. Ten weeks, thirty periods weekly.

Education 8. (C) Practice teaching.

Fourth year. Eight weeks, thirty periods weekly.

EDUCATION 9. (A, B) PEDAGOGY. — MR. PITMAN.

Third year. One class period and one hour of preparation weekly.

The ends and aims of education; contemporaneous problems in elementary and secondary education; special investigations and reports; school organization and administration; school laws of Massachusetts; professional ethics.

EDUCATION 10. (C) EDUCATIONAL PSYCHOLOGY. — MR. ROCKWELL.

Second half of second year. Three class periods and three hours of preparation weekly.

The course includes: facts and principles applicable to the problems of teaching; development of the bases of method; the growth of mental processes; problems in the amount and distribution of practice; in the selection and organization of teaching materials; in the evaluation of school work; in evaluating personality.

EDUCATION 11. (A, B) OBSERVATION AND PARTICIPATION IN THE TRAINING SCHOOL. — MR. MOODY and the several grade supervisors.

First year. One class period, one observation period, and two hours of preparation weekly. This is in addition to the observation which is carried on in the training school under the direction of the instructors in the several courses in the normal school.

Aims: (1) to introduce the student to the problems of teaching through the study of the organization of the routine of the classroom, the program, economy of classroom management, discipline, attendance, and lesson plans; (2) the observation and the discussion of the teaching of the supervisors with written reports on the work observed; and such participation in the work of the training school as seems feasible.

EDUCATION 13. (A) ELEMENTARY SCHOOL TECHNIQUE. — MR. MOODY.

Second year. One class period and one hour of preparation weekly.

Social objectives in education; factors of environment; the principle of interest; special types of learning; organizing subject matter and planning instruction; planning and directing study; the recitation; use of projects; developing social responsibility; adjustment for individual differences; testing and measuring results; records and reports; problems growing out of teaching.

EDUCATION 12. (D) PSYCHOLOGY OF SUBNORMAL CHILDREN. — MISS HOFF AND MISS WALKER.

Third year. Four class periods and four hours of preparation weekly.

The course aims to give a fundamental knowledge of individual differences.

The scientific study of mental defectives; causes; heredity versus environment; preventive measures; identification; classification; organization of education.

EDUCATION 14. (D) METHODS. — MISS HOFF AND MISS WALKER.

Third year. Four class periods and four hours of preparation weekly.

State laws for the establishment of special classes; their history and function; organization and equipment. Training of capacities; follow-up work. Visits to state institutions. Observation periods in the special class in the training school.

EDUCATION 15. (D) MENTAL TESTING. — MISS HOFF AND MISS WALKER.

Third year. Three class periods and three hours of preparation weekly.

Group and individual tests of retarded children. Binet-Simon method studied and used; results to help determine classification of children observed in special class. State clinics; "ten fields of inquiry"; diagnosis; clinical studies.

EDUCATION 16. (D) PRACTICE TEACHING.

Third year. Ten weeks, thirty periods weekly.

Observation and practice teaching in special class in the training school and in selected schools elsewhere.

EDUCATION 17. (C) COMMERCIAL EDUCATION. — MR. SPROUL.

One-half of third year. Three class periods and three hours of preparation weekly.

WORK OF THE SPECIAL CLASS: KINDERGARTEN SLIDE

Aim: to develop the principles underlying business education; to acquaint the student with the agencies for commercial education; and to review current practices in high schools.

Education 18. (C) Educational and vocational guidance. — Mr. Sproul.

Fourth year. Two class periods and two hours of preparation weekly.

Aim: to acquaint students with the problems and principles of educational and vocational guidance, and their importance and application in junior and senior high school courses.

Education 19. (B) Psychology of the junior high school pupil. — Mr. Moody.

Second year. One class period and one hour of preparation weekly.

Adolescence and growth; the adolescent in reaction; systematic aspects of adolescent mentality; personality in adolescence; supervised study; individual differences; educational and vocational guidance; health guidance; moral guidance.

Education 20. (A) Classroom problems of the elementary school. — Mr. Moody.

Third year. One class period and one hour of preparation weekly.

This course assumes that the student has had nine weeks of practice teaching. The work will be based upon problems which have arisen during this period of training and in preparation for further training. In general, it will consist of: problems arising from teacher's personality; personal traits of pupils; selecting, organizing and presenting subject-matter; class management; planning pupils' activities; and securing pupil cooperation.

Education 21. (A, B) Mr. Rockwell.

First year. Two class periods and two hours of preparation weekly.

First half-year: Introduction to Education.

Includes the present and desirable future trends; present responsibility of home, school, church, and other private organizations in the development of children; teachers and their profession; teachers' philosophy of life; qualifications of teachers; teachers and learners; limitations of teaching and education; the rewards of teaching; what shall be taught; the state and education.

Second half-year: First Course in Psychology.

Includes original nature, heredity and environment; acquiring meanings and ideas; controlled attention; habit formation; how we learn; thinking and study; attitudes and learning; individual differences; mental hygiene.

Education 22. (A, B) History and principles of education. — Mr. Rockwell.

Third year. Two class periods and two hours of preparation weekly.

Includes outstanding features of theory and practice as outgrowths of life in all nations, mainly vitalized by relationship of leaders to that life; the emphasis is to be kept upon the relationship between the needs of life and the means used to satisfy those needs.

MUSIC

Music 1. (A, B) Elementary music. — Mr. Woods.

First year. One class period and one hour of preparation weekly.

Voice training, music reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A) Mr. Woods.

Second year. One class period and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades. and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, and part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made.

Music 3. (B) Mr. Woods.

Second year. One class period and one hour of preparation weekly.

In addition to the work of Music 2 some of the problems of the junior high school are studied.

Music 4. (A, B, C) Music appreciation and general singing. — Mr. Woods.

Required of all students in the school. One class period weekly throughout the course.

Chorus singing, including community music and the study of standard choruses. Students receive instruction in the use of the baton and in chorus conducting. During the year several concerts and lectures are given by professional musicians.

Music 5. (A) Mr. Woods.

Third year. One class period and one hour of preparation weekly.

Continuation of Music 2 with additional practice in teaching, making lesson plans, and in presenting music from the appreciation standpoint. Lectures on ideals in music.

Class conferences on all phases of music teaching.

ART

Representation, Design, Handwork

Drawing and Handwork 1. (A, B) — Miss Baird.

First year. One class period and one hour of preparation weekly.

Drawing: A course in drawing, color, design and art appreciation.

The course is designed to create and foster a knowledge and appreciation of art. First through a study of the needs and application of art principles as applied in the life of the individual, in the home, the community, and the business world. This study is followed by discussions to determine ways and means by which the children of the first six grades in the elementary school may develop attitudes, habits, and skills which will enable them to understand and appreciate the art about them, and later to apply these art principles in their life work. Through observation of teaching and methods in the training school, students become familiar with classroom problems.

Handwork: A course dealing with simple projects in industrial arts, suitable for elementary school children.

Aims: to give students an understanding of the relative value and place of art work in the general education; to show the application to an art lesson of the same laws of pedagogy which are used in teaching other subjects of the curriculum.

Drawing and Handwork 2. (A) — Miss Gale.

Second and third years. One class period and one hour of preparation weekly, each year.

Drawing: A course in drawing, color, design, art appreciation and methods of teaching.

Handwork: A course dealing with elementary projects.

Aims: to apply knowledge gained during the first year to specific problems to be taught in the elementary schools.

Drawing and Handwork 3. (B) — Miss Gale.

Second year. Three class periods and two hours of preparation weekly.

Drawing: This course includes study of color harmonies, and blackboard drawing, as an aid in teaching subjects of the junior high school curriculum.

Art history: A general survey of the history of architecture, sculpture, and painting; to familiarize the students with examples of the best art of all ages; to show the value of art history in teaching other subjects of the junior high school curriculum.

Drawing and Handwork 4. (B) Methods and practice for students preparing to teach in grades 7 and 8 and the junior high school. — Miss Gale.

Third year. Four class periods and two hours of preparation weekly. Elective.

Drawing: Aims: to offer a general survey of the history of architecture, sculpture, and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work; and through visits to museums, libraries, and historic buildings to cultivate an appreciation of the best things in art. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in industrial arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Handwork: Observation and practice in pattern drawing, projection, and development; bookbinding, weaving, modeling, printing, and elementary woodworking. The school and home gardens are planned, drawings made to scale, and the color schemes applied.

Drawing and Handwork 5. (D) Handwork and design for students preparing to teach in special classes. — Miss Gale.

Third year. Two class periods weekly, with preparation as required by the instructor.

The course consists of a general review of representation, design, and handwork as outlined in the state syllabus on minimum essentials, but applied to the needs of teachers of special classes. The representation deals with the construction and drawing necessary in all hand work; the design, with the structural, decorative, and applied design desirable in such work. The hand work deals with the actual construction of individual school or home projects. The work involves projects in bookbinding, box making, weaving of various types, cement work, and similar problems in construction.

Industrial Projects 1. — Mr. Little. Elective, and given outside school hours.

Woodwork. Aim: to develop a course of study in manual training suitable for junior high school. The course will include the selecting and designing of a group of suggestive products, with the study of tools, processes, and elements of construction.

Printing. Aim: to develop a greater respect for spelling, punctuation, arithmetic, and grammar through the art of printing. The course will include composition, proof reading, stone work, press work, and paper cutting.

Gardening. A vegetable garden comprising half an acre is planted, cultivated, and harvested by boys of grades seven and eight. Students will observe and assist in this work.

Industrial Projects 2. (D) Shop work, printing, gardening, for students preparing to teach in special classes. — Mr. Little.

Third year. Two class periods weekly, with preparation as required by the instructor.

The course in shop work consists of simple construction involving the use of woodworking tools, based upon appropriate designs. It also includes chair caning and other simple household repairs.

The course in printing includes simple composing, proof taking, stone work, and general press work.

The course in gardening will consist of the study of laying out, selecting seed, planting, culture, and harvesting of the common vegetable garden.

Cooking and Sewing 1. — Miss Adams. Elective, and given outside school hours.

The cooking course is designed to give a general knowledge of the principles of cooking, food values, preparation of foods, and serving of simple meals.

The purpose of the sewing course is to teach the student practical application of hand and machine sewing in making simple garments.

Cooking and Sewing 2. (D) — Miss Adams.

Third year. Two class periods weekly, with preparation as required by the instructor.

The course in cooking will include the preparation and serving of simple dishes; a study of food classes and balanced meals; and simple school lunches.

The course in sewing will include the fundamental stitches; simple construction processes; and the making of simple garments.

ARITHMETIC

Arithmetic 1. (A) Methods of teaching primary arithmetic. — Miss Stone.

First year, second and third years. One class period and one hour of preparation weekly for first and second years; two class periods and two hours of preparation weekly for third year.

This course takes up a professionalized treatment of subject matter for the first six grades of the elementary school; a study of standardized tests; some work in the social-economic arithmetic needed by every adult; a brief history of arithmetic to explain the present content of arithmetic courses; provision for bringing students up to standard skill in fundamental operations; provision for practice in problem solving.

Arithmetic 1. (B) Social-economic arithmetic. — Miss Stone.

First year. One class period and one hour of preparation weekly.

This course contains a brief review of the subject matter of the first six grades; a thorough treatment, from the point of view of information rather than computation, of the following topics: percentage, banking, thrift, investment, taxes and insurance; provision for bringing each student up to standard skill in fundamentals; provision for practice in problem solving.

Arithmetic 2. (B) Methods of teaching arithmetic in grades 7 and 8 and in the junior high school. — Miss Stone.

Second year. Two class periods and one to two hours of preparation weekly.

This course takes up courses of study for grades 7 and 8; professionalized treatment of subject matter for these grades; standardized tests; a brief history of arithmetic to explain the present content of arithmetic courses; the teaching of intuitive geometry.

Arithmetic 4. (B) Teaching mathematics in the third year of the junior high school. — Miss Stone.

Third year. Three class periods and two to three hours of preparation weekly. Elective.

This course is intended for students who wish to teach mathematics in the third year of the junior high school. It takes up phases of geometry, algebra, trigonometry, and a study of statistics adapted to the work. Text-books are reviewed and the subject matter covered in a practical way.

Arithmetic 3. (C) Commercial arithmetic, advanced course. — Miss Brennan.

Second year. Two class periods and two hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

GEOGRAPHY

Geography 1. (A) Principles of geography. — Miss Flanders.

First and second years. One class period and one hour of preparation weekly for the first year; two class periods and two hours of preparation weekly for the second year. First year: climatic factors in geography. Second year: influences of relief features, natural resources and location.

This is a general course in geography dealing with some of the simpler relationships between man's activities and his natural environment. Throughout the course, the adaptation of this material to geography in the fourth, fifth and sixth grades is stressed.

Geography 2. (A) Continental geography. — Miss Flanders.

Third year. One class period and one hour of preparation weekly.

This course includes a study of subject matter and methods particularly useful in grades five and six. Regional studies, embracing more numerous and more complex relationships than those studied in the previous year, are selected from all the continents, with special emphasis upon the geography of the United States.

Geography 3. (B) — Miss Ware.

Third year. Three to five class periods and three to five hours of preparation weekly. Elective.

First quarter: Eurasia. The countries of Eurasia are studied in their world relations. The problem method is employed; usually the problems are raised by the class. Second half-year year: Economic Geography. A selected group of raw materials and food stuffs are studied in their relation to production, manufacturing, and commerce. The development of modern means of transportation as influenced by geographical factors and as related to world trade is included in the course. The use of the contract or laboratory method as adapted to the teaching of economic geography in junior and senior high schools is worked out in this course.

Geography 4. (C) Principles of geography. — Miss Flanders.

First year. Two class periods and two hours of preparation weekly.

This course comprises a study of the relationships between man's activities and such factors of his environment as climate, surface features, location, and natural resources. Methods of collecting data, of planning units of work, and of using graphic representation, are discussed. During this year a foundation of geographic principles is laid for the next year's work in economic geography.

Geography 6. (C) Economic geography. — Miss Ware.

Second year. Four class periods and four hours of preparation weekly.

This branch of geography deals with the influences of geographic factors on the various types of activities by means of which man gains a living. The course is professionalized through the study of high school courses of study, the use of materials adapted to high schools, the writing of lesson plans and laboratory exercises, and compilation of lists of references and displays of materials.

Geography 8. (B) Elements of geography. — Miss Ware.

First and second years. One class period and one hour of preparation weekly for the first year; two class periods and two hours of preparation weekly for the second year.

This is a foundation course, hence it covers the principles of physiography and their influence upon human activity. Illustrative studies are made of selected sections drawn from the different continents with special emphasis upon the United States. The professional nature of the course is due to: selection of subject matter; frequent references to use of this material in the junior high school grades; acquaintance with modern text books, readers and maps; the making of picture collections and writing of lesson plans.

SCIENCE

Nature Study 1. (A) — Miss Goldsmith.

Second year. Two class periods and two hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work.

Gardening 1. (A) — Miss Goldsmith.

Second year. Constitutes a large part of the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

NATURE STUDY 2. (A) — MISS GOLDSMITH.

Third year. One hour of recitation, two of laboratory and one of preparation weekly.

A course primarily arranged to give methods of instruction in the first six grades. Subject matter used will be a continuation of, or selection from, Nature Study 1 (A) and Gardening 1 (A).

BIOLOGICAL SCIENCE 1. (B) — MISS GOLDSMITH.

Second year. Four class periods and three hours of preparation weekly.

A course primarily intended to lay the foundation for Biological Science 2. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on throughout the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.

GARDENING 3. (B) — MISS GOLDSMITH.

Second year. Constitutes the work in nature study for the spring months.

Aim: to give experience in garden planning and the growing of common crops. Methods of cultivation and the care of both vegetables and flowers receive attention.

BIOLOGICAL SCIENCE 2. (B) — MISS GOLDSMITH.

Third year. Three class periods and three hours of preparation weekly. Elective.

The course is a continuation of Biological Science 1 (B), and is intended to prepare the student to teach in the grammer grades or the junior high school. It consists of recitations, laboratory and field work, discussions and presentations by the students, with occasional papers. Special emphasis is laid on research work and field trips, and the correlation with other branches of study, and methods used in the junior high school. The consideration of such larger topics as forestry, the natural resources of a community, etc., form an important part of the work. Gardening occupies a part of the spring term.

GARDENING 2. (B) MISS GOLDSMITH.

Third year. Constitutes part of the work in nature study for the spring months.

The work is a continuation of Gardening 3 (B) giving special emphasis to crops and methods particularly adapted to junior high school work.

PHYSICAL SCIENCE 1. (A) — MR. WHITMAN.

First year. Two class periods and two hours of preparation weekly.

The course affords a broad outlook over the field of physical science and an understanding of how science is useful to man. The course aims to increase the students' general information and to supply a foundation of science material for other studies and for teaching elementary science in the grades.

PHYSICAL SCIENCE 2. (B) — MR. WHITMAN.

Second year. Two class periods and two hours of preparation weekly.

This course is organized around the home and community and includes the important science principles involved in the human activities of the environment. Science as training for citizenship, and the relation of science to civics, are given attention. Opportunity for project work by individual students is offered.

GENERAL SCIENCE 2. (B) — MR. WHITMAN.

Third year. Three double laboratory periods; equivalent to three hours of class work and three hours of preparation weekly. Elective.

This course aims to prepare one to teach general science in the junior high school. The work consists largely in laboratory practice, including experiments, preparation of apparatus for demonstration, and devices for teaching in the seventh and eighth grades or first year of high school. It also provides teaching practice under supervision in the training school.

GENERAL SCIENCE 1. (C) — MR. WHITMAN.

First year. Two class periods and two hours of preparation weekly.

The study of science in everyday life and of science in relation to the arts and industries. Students report on investigations or projects in addition to the formal class work. Many scientific principles involved in common processes are illustrated by demonstration.

PHYSICAL EDUCATION

A gymnasium uniform is required of all women students. This may be purchased at a minimum cost after entrance to the school.

PHYSICAL EDUCATION 1. (A, B) PHYSICAL TRAINING. — MISS BROWN.

First year. Two gymnasium periods weekly.

A course in all phases of physical education is given in the first year to improve the physical condition of the student. Attention is paid to individual needs, which are ascertained from a thorough medical examination given each student upon entrance. Material is also given which is adaptable to elementary school teaching, — gymnastics, folk dancing, and games.

PHYSICAL EDUCATION 2. (A) PHYSICAL TRAINING. — MISS WALLACE.

Second and third years. Two gymnasium periods weekly.

One period a week is devoted to work which is for the benefit of the student herself, emphasis being placed on corrective exercises and on the learning of sports which may be followed in later life. In the second period, weekly, the student is given a comprehensive program of work in physical education for the first six grades, with methods and opportunity for practice teaching.

PHYSICAL EDUCATION 3. (B) PHYSICAL TRAINING. — MISS BROWN AND MISS WALLACE.

Second and third years. Two gymnasium periods weekly.

The type of work follows that of Physical Education 1. Games, athletics, folk dances, and corrective exercises which are suitable for the child in the junior high school are given, with practice teaching of this work.

PHYSICAL EDUCATION 4. (A) GENERAL HYGIENE. — MISS WALLACE.

Second and third years. One class period and one hour of preparation weekly, each year.

A course which further aims to give the student a knowledge of the functioning and care of his own body, as well as the newest and best methods of presenting the subject of health to children of the elementary school. The study of communicable diseases, first aid treatment, and correct sanitation of a school building are included.

PHYSICAL EDUCATION 5. (B) HYGIENE AND SANITATION. — MISS WALLACE.

Third year. Two class periods and two hours of preparation weekly.

To the work of the preceding course is added those phases of hygiene and sanitation which are of most interest to pupils in the seventh and eighth years of school, such as public health problems, milk and water supply, sewage disposal, and the control of communicable diseases.

PHYSICAL EDUCATION 6. (A, B, C) PERSONAL HYGIENE. — MISS BROWN.

First year. One class period and one hour of preparation weekly.

The purpose of this course is to aid the student to form right habits of living, and to gain some knowledge of the function and care of his own body.

PHYSICAL EDUCATION 7. (C) — MISS BROWN.

Each year of commercial course. One gymnasium period weekly.

The aim of this course is to provide the right kind of regular exercise throughout the school years, to stimulate a love of activity which shall continue after school years, and to develop the posture, physical poise, and alertness of mind and body which are so necessary in the equipment of a teacher.

SHORTHAND

SHORTHAND 7. (C) GREGG. INTRODUCTORY COURSE. — MISS EDWARDS.

First year. Four class periods and five hours of preparation weekly.

Aims: to train students to read shorthand notes fluently and to transcribe them accurately; to develop habits which make for efficiency in taking dictation; and to build up a vocabulary usable at the rate of sixty words a minute.

(For conditional substitute for this course, see English language 17, Typewriting 1a and Office Training 1.)

Shorthand 8. (C) Gregg. Advanced course. — Miss Edwards.

Second year. Three class periods and three hours of preparation weekly.

Aims: to drill on fundamentals; to develop a word-carrying capacity; to train the student to write from dictation from one hundred to one hundred twenty-five words a minute, and to read back or transcribe accurately.

Shorthand 6. (C) Development of amanuensis capacity. — Miss Edwards. Elective. Taken in conjunction with Typewriting 6.

One-half of third year. Three class periods and four hours of preparation weekly.

Further development of individual skill in shorthand writing and its practical applications.

Shorthand 9. (C) Gregg. Methods course. — Miss Edwards.

First half of fourth year. Three class periods and three hours of preparation weekly. Elective.

Aims: to discuss methods of teaching shorthand, of handling dictation and speed practice, of correlating shorthand and typewriting through transcription; to help students become acquainted with text books, readers, books of dictation material, and prognostic and diagnostic tests and charts; to work out suggestive courses of study; to develop type lesson plans and demonstrate their use before the class.

TYPEWRITING

Typewriting 1. (C) Foundation course for beginners. — Miss Badger.

First year. Four class periods weekly.

Aims: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.

(For conditional substitute for this course, see English language 17, Typewriting 1a and Office Training 1.)

Typewriting 1a. (C) — Miss Badger.

First year. Two class periods weekly.

Aims: to develop an efficient typewriting technique; to develop ideals and ability in arrangement; and to give a considerable amount of practical experience. (A conditional substitute, with English 17 and Office Training 1, for Shorthand 7 and Typewriting 1.)

Typewriting 2. (C) Advanced course. — Miss Badger.

Second year. Three class periods and one hour of preparation weekly.

Letter arrangement, tabulation, legal work, specifications, etc. Special attention is given to speed work and transcription from shorthand notes.

Typewriting 3. (C) Methods course. — Miss Badger.

Second half of fourth year. Three class periods and two hours of preparation weekly for eleven weeks. Elective.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered; textbooks are examined and criticized; courses of study, adapted to different groups of students, are planned.

Typewriting 6. (C) Amanuensis Typing. — Miss Edwards.

One-half of third year. Three class periods weekly in conjunction with Shorthand 6. Elective.

Aim: increased excellence and attainment of commercial standards in transcription.

OFFICE TRAINING

Office Training 1. (C) Office appliances. — Miss Badger.

First year. Four class periods and three hours of preparation weekly.

Students entering with satisfactory knowledge and skill in shorthand and

TYPEWRITING ROOM

typewriting may substitute this course with English language 17 and Typewriting 1a for Shorthand 1 and Typewriting 1.

Aims: to give the student facility in operating office appliances such as the multigraph, the typesetter, the adding and calculating machines, the dictaphone, the mimeograph and the mimeoscope; instruction and practice in the various methods of filing. A six weeks' course in the operation of the stenotype is also given.

Office Training 3. (C) Secretarial Training. — Miss Edwards.

Fourth year. Four class periods and six hours of preparation weekly. Elective.

Aims: to give the students a thorough review of filing methods and the opportunity to develop skill in the use of office machines; to drill them in some phases of technical English necessary for the secretary's correspondence and for the preparation and editing of matter to be printed; to give some training in proof reading and the use of proof readers' marks; to make a study of the various forms of communication used in business; to accustom the students to the use of reference books; to consider the mental qualifications and the personal traits and habits which tend to make a successful secretary.

BOOKKEEPING

Bookkeeping 1. (C) Introductory course. — Mr. Phillips and Miss Brennan.

First year. Three class periods and three hours of preparation weekly.

Aims: to teach the elementary principles of accounting and the routine of bookkeeping, and to develop an appreciation of business situations and problems. The class will be divided into two sections according to their preparation, and those who have studied the subject previously will be required to do advanced work.

Bookkeeping 2. (C) Advanced course. — Mr. Phillips.

Second year. Three class periods and four hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C) Elementary accounting. — Mr. Phillips.

Fourth year. Four class periods and four hours of preparation weekly. Elective.

A comprehensive study of balance sheets and statements of various kinds; a detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also the study of accounts of non-trading concerns as societies, clubs, etc. The course includes also a study of the problems, methods, and aims of teaching bookkeeping in the high school.

Bookkeeping 6. (C) Cost accounting. — Mr. Phillips.

One-half of third year. Three class periods and three hours of preparation weekly. Elective.

A study of factory cost findings illustrating production records and their significance to business executives; work in the preparation of technical manufacturing reports and statements.

SALESMANSHIP

Salesmanship 1. (C) Retail selling. — Miss Brennan.

First half of second year. Three class periods and three hours of preparation weekly.

The study of merchandise, store system, store practice, business ethics, employment problems; drill in fundamental operations of selling.

Students will participate in actual selling, in approved stores, during the month between Thanksgiving and Christmas. It is recommended that, when

possible, students obtain a month or more of selling experience before taking up the course.

Salesmanship 2. (C) Advanced salesmanship and advertising. — Miss Brennan.

One-half of third year. Two class periods and two hours of preparation weekly.

Aims: to develop the fundamental principles of salesmanship and to show their application; to study the relation of advertising to the sales department, other departments, and the business as a whole; to make a general survey of the various media of advertising, including commercial art, periodicals, house organs, trade-marks, etc.

BUSINESS

Business 1. (C) Business organization and administration. — Mr. Phillips.

One-half of third year. Three class periods and three hours of preparation weekly.

The study of business as a science; forms of business enterprise; functional divisions of production, sales, accounting and finance; problems of management, labor and its reward; types of internal organization.

Business 2. (C) Elements of Banking. — Mr. Phillips.

Fourth year. Two class periods and two hours of preparation weekly.

The economic service of banks and banking systems; classification of banks; the Federal Reserve system; foreign exchange and credit; the detailed study of the internal organization and procedure of a typical bank.

Business 3. (C) Statistics. — Mr. Sproul.

One-half of third year. Two class periods and two hours of preparation weekly. Elective.

The course emphasizes the vital importance of statistics in the conduct of business. It discusses the collection and organization of useful data, and various methods employed in graphic representation.

Business 4. (C) Marketing and foreign trade. — Mr. Sproul.

First half of fourth year. Three class periods and three hours of preparation weekly. Elective.

A study of the problems involved in theory and practice, with the means and methods in current use; present tendencies.

The work in foreign trade is intended to acquaint the student with the fundamentals and with the approved technique in the handling of foreign trade documents.

Business 5. (C) Transportation. — Mr. Sproul.

Last half of fourth year. Three class periods and three hours of preparation weekly for eleven weeks. Elective.

Aims: to develop a general idea of the importance of transportation to all business activity; to state the problems involved, and to study how they are being met; to study the relations of the railroads to the shipping public, the development of our railroad systems, classifications, rates, Interstate Commerce Commission.

Business 6. (C) Business experience.

One-half of third year.

The full time will be spent in practical participation in business, under supervision, in places approved by the school. The class will be divided into two sections, one section working in business positions while the other is attending school.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not with-

hold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal, three other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes, houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made for those whose parents wish them to live with relatives or intimate personal friends, but in such cases the parents must first inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in room or in boarding place may be made by any student without the previous approval of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening from Monday to Thursday, inclusive, should be observed as a period of study. Exceptions to this rule should be made only with the previous approval of the principal. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house on any evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the principal.

Those persons who receive our students into their homes, must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of school dormitories. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts. Students admitted from other states are required to pay a tuition fee of one hundred dollars per year, of which sum one-half is due on the first day of the school year in September and the other half February 1. An incidental fee of ten dollars, payable annually, will be charged all students attending State normal schools; this is due on the first day of the school year, and must be paid immediately. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of room and board for two students rooming together, within easy distance of the school, is from eight dollars each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, financial aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This money is received at the end of each half of the school year.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered as loan funds or the income applied to scholarships. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

These loan funds were founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Professor Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; to Dr. Walter P. Beckwith, principal from 1895 to 1905 and to Mr. J. Asbury Pitman, principal from 1906 to the present time. The total amount of money now available is about seven thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

EMPLOYMENT OF GRADUATES

Although the school can assume no responsibility for securing positions for its graduates, there are ample opportunities open in Massachusetts to those students who have maintained thoroughly good records in both the normal school and the training school.

The necessity for a rate of salary which will command the services of teachers of native ability, thorough training, and a professional attitude toward their work has been generally recognized. Towns and cities have provided for generous increases, and the State, by legislative enactment, has made provision for equalizing, to a considerable extent, educational opportunity through the appropriation annually of a large school fund. A generous proportion of this is used to increase the salaries of teachers in communities whose resources are limited. Graduates of the elementary course may now expect to receive from nine hundred to one thousand dollars for their first year of service; graduates of the junior high, the commercial, and the special education courses — the latter preparing teachers for special classes and for the deaf — receive substantially higher salaries.

The principal is constantly called upon to recommend teachers for desirable positions. Correct information from the alumni regarding changes in their positions and salaries is of the greatest importance to them in securing, through the school, opportunities for professional advancement.

The co-operation of school officials in keeping the principal informed as to the success of the graduates is greatly appreciated by him.

SCHOLARSHIPS FOR GRADUATES

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States. The School of Education of Boston University offers free tuition for one year to a limited number of graduates of the normal schools of New England, the students to be recommended by the faculties of the schools.

Practically all New England colleges give suitable credit to graduates of the school for courses taken here. Teachers College of Columbia University, also, is liberal in its attitude towards our alumni who go there for advanced professional study.

NOTICES TO SCHOOL OFFICIALS

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training school at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, directories, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school etsablished by the State of Massachusetts. Its first building stood at the corner of Broad and Summer Streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands upon a modern normal school, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent a value of approximately one million dollars, and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and one hundred thirty-five assistant teachers. The development of the training schools began in 1897, and with them one hundred three persons have been connected as teachers. Twenty-five teachers are now required in the normal school and fourteen in the training school.

More than nine thousand students have attended the school.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston and Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wake-

field Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston and Maine trains can obtain monthly tickets at half price. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access is free. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

LECTURES AND CONCERTS

The regular courses of instruction are supplemented and enriched by lectures and concerts which are given frequently throughout each year. Following is the program for 1928-1929.

Concert	Glee clubs of Massachusetts Institute of Technology and Salem Normal School
Commencement address	Dr. Albert B. Meredith
Todd lecture: Social inheritance	Dr. Charles H. Judd
Human relationships: six conferences	Mrs. Ella Lyman Cabot
The work of the National Education Association	Miss Cornelia S. Adair
The cradle of teacher training in the new world	Dr. Albert E. Winship
Music appreciation for the grades	Miss Grace Barr
The placement of teachers	Mr. Harry E. Gardner
A reading from Dickens	Mrs. Susan L. Ferguson
Fabrics of the far east	Mrs. Katherine Osborn
Art in modern life	Mr. Royal Bailey Farnum
Reading: The story of Joseph	Mr. John Duxbury
Our national parks	Mr. Randall Jones
The widening influence of the teacher	Miss Margaret Slattery
Schubert centenary program	Boston Festival Trio
	Walter Loud, violin; Carl Webster, cello; Ernest Harrison, piano
Christmas Concert	Glee club assisted by
	Georges Mager, trumpet; Joannes Rochut, trombone
The periodic health examination as an aid to beauty	Dr. J. P. Kane
Talks on special education:	
Differences between the mentally retarded child in the public schools and the institutional case	Dr. George L. Wallace
Determining the mental abilities of school children	Dr. Esther S. B. Woodward
The education of the deaf	Miss Bessie N. Leonard
Possibilities of education for the deaf	Miss Mabel E. Adams
Teaching rhythm to the deaf child	Miss Jennie M. Henderson
How the deaf are taught to speak	Miss Nettiel McDaniel
The aim of the special class	Miss Katherine C. Coveney
A day's work in a special class	Mr. Arthur B. Lord
The teacher's background	Miss Ada M. Fitts
Abilities of special class pupils	Dr. Ramson A. Greene
Handwork for the special class pupil	Dr. C. Stanley Raymond

Regional conference of teachers of special classes
under the auspices of the State Department of Education

School hygiene conference
under the auspices of the State Departments of Education and Public Health

Conference for young teachers, directed by the principal and the faculty of the school with the assistance of Miss Mary E. Marshall and Miss Julia Joslyn of Haverhill, Miss Helen J. Piper, Mr. Samuel E. Burr and Mr. Harvey S. Gruver of Lynn, Miss Katherine Shute of Boston, Mr. Adelbert L. Safford of Reading

Picture Exhibitions and Lectures

For several years the school has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Talks on the pictures as they are shown are given usually by members of the faculty, but occasionally they are given by students or lecturers from outside the school.

STUDENT ORGANIZATIONS

In order to promote a spirit of unity and good fellowship, to insure student participation in problems of general interest to the school, and to provide means for extended study along lines of individual interest, various clubs and associations have been established. Each organization elects its officers from its own membership and has also a faculty advisor. The following is a list of the organizations and a statement of their aims:

The Art Club is comprised of pupils of the school who desire to pursue the study of art to a more advanced degree than the prescribed courses permit. At the regular meetings work is done along industrial lines and in the fine arts. There are walks for the study of various types of architecture; visits to the Museum of Fine Arts and studios in Boston; sketching trips during the spring months; and a course of lectures is arranged for each season.

The John Burroughs Club, primarily intended for seniors, is organized for those particularly interested in nature work. Field trips, excursions to museums, greenhouses and gardens, talks on nature subjects, the making of such articles as bird feeders or nesting boxes, all form a part of the activities.

The Camera Club offers an opportunity for practical photographic work. Its members get experience in exposure and in negative and print making. Home portraits, silhouettes, flash lights, enlarging and copying are among the types of work undertaken. Excursions are made for practice in selection of subject matter and in exposure. One or more exhibits of prints made by club members will be held each year.

*The Civics Club. Freshmen of the elementary course are eligible to join this club for an opportunity to study matters of civic interest and to take part in welfare projects similar to those under the directon of the Junior Red Cross.

*The Commercial Club. The purpose of this club is to promote the student's interest in the teaching of business subjects; to develop a consciousness of the relation between business activities and social well-being; and to develop desirable personal qualities, such as initiative, resourcefulness and dependability.

*The Dramatic Club is an organization comprised of a carefully selected group of students who are interested in studying the drama and who show some evidence of ability in producing plays. The purpose of the club is to study the development of the drama, with emphasis on its modern aspects. This includes a consideration of actors, authors, and stagecraft. Reading and seeing plays make up the program, aiming toward the culmination of a more ambitious production later in the school year.

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* Not organized in 1928-1929.

The Geography Club programs are presented by members of the club, and are of a distinctly geographic nature. Trips to foreign quarters in nearby cities and attendance at musical or dramatic productions which offer vivid pictures of foreign life, are two of the other prominent activities of the club.

The Girl Scout Club is planned not only to acquaint girls with scout activities which are of present interest to them but to help them to prepare for scout leadership when they become teachers. Club membership is open to all girls whether or not they are already girl scouts.

The Musical Clubs. A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra is also one of the musical activities of the school.

The Students' Cooperative Association, which automatically includes all students and faculty members, is for the purpose of promoting a friendly cooperation in all relations of school life. Representatives from all classes and the faculty, together with the customary officers, form a council which suggests and directs the activities of the entire body, while details of the work are carried out by various committees.

Tri Mu is not a secret society as it is open to all boarding students. It was originally organized to promote social activities among the boarding students. Now it also functions as a means for handling any problems relating to the boarding students' welfare.

The Women's Athletic Association is open to all the women students of the school. It objects are: to create an interest in athletics among the women of the school; to set high standards and ideals and to promote good sportsmanship in all activities; to conduct contests and give awards.

The Men's Athletic Association is for the promotion of health and good fellowship. Basketball is the special interest of the association. Interclass games and an annual game of basketball with the alumni followed by a banquet and dancing are customary. The schedule of games with other institutions is limited.

CAMPUS GROUNDS

REGISTER OF STUDENTS

1928-1929

GRADUATES — CLASS CXIV — JUNE 15, 1928

Elementary Course — Two Years

Abate, Evelyn	Everett
Akerley, Elizabeth Byington	Beverly
Allen, Dorothy	East Boston
Ames, Ruth Beatrice	Wakefield
Aronow, Frances	Chelsea
Auger, Louise Ethel	West Boxford
Austin, Doris Marjorie	Newburyport
Bailey, Eileen Mildred	West Somerville
Baron, Edith	Cambridge
Barry, Catherine Irene	Lynn
Bauer, Dorothy Marie	Greenwood
Bellew, Mary Ellen	Peabody
Boyce, Ethel Jane	Lexington
Boyle, Helen Graham	Peabody
Bradley, Mary Rita	Salem
Breen, Mary Lillian	Lynn
Budnick, Mary	West Boxford
Campbell, Alice Eva	West Somerville
Campbell, Dorothy	Winthrop
Carter, Katherine Belle	Somerville
Caulfield, Eleanor Margaret	Roslindale
Chase, Lucy Sybil	Everett
Coates, Reta Beatrice	East Lynn
Cole, Mary Annette	Lynn
Collins, Elizabeth Alma	Amesbury
Collins, Gertrude Abigail	Revere
Corcum, Helen Marion	Everett
Cosman, Marcia Isabelle	Lynn
Driscoll, Florence Mary	Peabody
Ellery, Josephine	Danvers
Firth, Florence Gertrude	Gloucester
Fitzpatrick, Frances Leona	Revere
Foley, Catherine Brigid	Belmont
Geizer, Winifred	Greenwood
Gerring, Ida Eliza	Gloucester
Gill, Zelma	Haverhill
Golant, Frances	Lynn
Grant, Dorothy Woodbury	Beverly
Guerin, Mary Elizabeth	Everett
Haley, Helen Ruth	Somerville
Harding, Patricia Mary	Somerville
Harrigan, Margaret	Salem
Hempel, Esther Anna	Lawrence
Henderson, Georgianna	Marblehead
Hetherington, Hazel Mary	Peabody
Hodgkins, Katherine Louise	Gloucester
Hulak, Pauline Rhoda	Chelsea
Joyce, Grace Elizabeth	Revere
Keane, Catherine Louise	Lynn
Kendrick, Helen Margaret	Revere
Kiely, Louise Mary	Lynn
Kirby, Ruth Agatha	Danvers
Kirwin, Merle Patricia	Peabody
Landford, Ruth Alphreda	Newburyport
Langley, Erma Leola	Gloucester
Levine, Rose Lillian	Dorchester
Lillis, Eileen Rita	Peabody
Lowe, Jessie Pauline	Gloucester
McCarthy, Marion Agnes	Watertown

McCue, Eleanor	Salem
McDonald, Gertrude Ellen	Salem
McFarlane, Isabella Law	Winthrop
Marcus, Genevieve Yvette	Revere
Mighill, Ruth Johnston	Rowley
Miller, Pauline Lillian	Revere
Monks, Marjorie	Malden
Morris, Janet Adelle	Salem
Moser, Louise Almyr	Salem
Niland, Ruth Margaret	East Lynn
Pasukonis, Mary Cassie	Rowley
Patterson, Alice Bradford	Woburn
Perkins, Norma Emmaretta	Wakefield
Peterson, Lena Alice	South Hamilton
Pickard, Barbara Nourse	Ipswich
Poitras, Adelaide Mary	Salem
Porter, Isabelle Grace	West Somerville
Portesi, Clara Jacquiline	Somerville
Riley, Catherine Claire	Lynn
Rollins, Josephine Rosamond	Winthrop
Salmon, Mildred Louise	Everett
Sampson, Geraldine Sederquist	Lynn
Sanders, Hortense Crum	Winthrop
Shea, Katherine Elizabeth	Peabody
Sheridan, Julia Rita	Peabody
Skahan, Marion Frances	Belmont
Slocomb, Elizabeth	Malden
Solomon, Hattie Florence	Chelsea
Steiner, Shirley	Revere
Stevens, Evelyn Weston	Newburyport
St. Pierre, Blanche Yvonne	Salem
Sullivan, Ellen Josephine	Everett
Sullivan, Katherine Louise	Salem
Sullivan, Margaret Louise	Peabody
Sweeney, Eleanor Gertrude	Peabody
Tansey, Lorretta Marion	West Somerville
Twomey, Marie Katherine	Peabody
Tyburska, Isabelle Regina	Salem
Verdi, Mary Margaret	Winthrop
Walsh, Madeleine Frances	Lynn
Walsh, Mary Helena	Cliftondale
Walsh, Marian Genevieve	Salem
Watson, Mary Elizabeth	Cambridge
Weiner, Diana	Revere
Weiss, Matilda	Medford
Whelan, Mary Ruth	Salem
Williams, Dorothy Almira	Ipswich
Winchester, Isabel Lenore	Lynnfield
Zaks, Frances Beatrice	Winthrop
Zion, Ruth	Revere

Junior High Course — Three Years

Anderson, Elsie Victoria	Saugus
Berry, Margaret Mary Elizabeth	Salem
Broughton, Mabelle Gardner	Marblehead
Cashman, Anna Frances	Salem
Crediford, John William, Jr.	South Hamilton
Eaton, Mildred Elizabeth	Danvers
Embree, Adelaide Caroline	Marblehead
Fenders, Mary Anastasia	Newburyport
Henderson, Gladys	Wilmington
Hoar, Dorothy Elizabeth	Salem
Horgan, Sarah Helen	Peabody
Jianakountzos, Jennie Antoinette	Ipswich
Leland, Marjorie	Beverly

McCarthy, Anne Eugenia*	Beverly
Nutter, Elizabeth	Reading
Phelan, Margaret Mary	Ipswich
Rich, William Arthur	Beverly
Rikkola, Vaino John	Peabody
Sheehan, Elizabeth Mary	Lynn
Sheridan, Anne Connell*	West Somerville
Simpson, Frances Mary	Peabody
Stevens, Beatrice Lucile	Andover
Twombly, Gertrude Esther	North Andover
Welch, Marion Josephine	Peabody
Wiggins, Helen Roberts	Manchester

Commercial Course — Four Years

Alm, Dagmar Edith	Marblehead Neck
Amero, Annie Ardelle	Gloucester
Andrias, Anne	Lynn
Beckford, Ruth Carleton	Newburyport
Brennan, Mary Magdalen	Wheelwright
Connors, Eleanor Gertrude	Wakefield
Cook, Luella Margaret	Dedham
Corriveau, Marion Grace	Gardner
Drapeau, Leonie	Holyoke
Duffett, Ruth Evelyn	Swampscott
Dunigan, Hilda Beatrice	North Chelmsford
Foley, James Patrick	Peabody
Foster, Anne Carmen	Gloucester
Gillespie, Mary Patricia	North Andover
Griffin, Evelyn Monroe	Gloucester
Harty, Mary Eloise	West Medford
Holdsworth, Cilla Garth †	East Lynn
Luz, Mary Eugenia	Peabody
McAteer, Mary Winifred	East Dedham
Marshall, Marion Saunders	Pigeon Cove
Moran, Mary Louise	Amesbury
Page, Lottie Sumner	Northampton
Quaid, Blanche Marie	Lynn
Richards, Dorothy Holt	Lynn
Scully, Pauline Anna	Newton
Trumbull, Eugenie Veronica	Chicopee Falls
Whalley, Mary Eleanor	Salem

CERTIFICATE FOR ONE YEAR'S WORK

Special Education Junior High Course

Chase, Myra Davis	Haverhill
McCarthy, Elizabeth Helen	North Andover
Pooler, Lillian Ethel	East Saugus
Sears, Mollie Esther	East Dennis

MEMBERSHIP FOR THE YEAR 1928-1929

ELEMENTARY DEPARTMENT

Senior Class

Adrien, Helen Constance	Lynn
Allen, Ethel Anita	Lynn
Anderson, Gladys Margaret	Beverly
Andros, Susan	West Hatfield
Arnold, Grace Esther	Salem
Aronovitz, Berenice	Chelsea
Baker, Beatrice Annette	Lynn
Barry, Evangeline Josephine	Beverly
Barry, Mary Agnes	Salem

* Also included in the enrollment for the first quarter of 1928-1929; deferred diploma given November 9, 1928.

† Deferred diploma given September 1, 1928.

Bauer, Doris Evelyn	Greenwood
Becherman, Dora	Chelsea
Boone, Helen Ethel	Ashmont
Brackett, Viola Elizabeth	Salem
Brennan, Ruth Mary	Chelsea
Cahoon, Thelma	Swampscott
Callahan, Katherine Frances	Medford
Caroselli, Cherobina Grace	Everett
Carroll, Eleanor May	Gloucester
Casali, Eleanor Margaret	Ipswich
Cheney, Ethel Phippen	Salem
Cheney, Miriam Lucy	Byfield
Colbert, Ruth Althea	Salem
Collin, Sarah	Winthrop
Collins, Katherine Josephine*	Salem
Corcoran, Alice Julia	Lynn
Curry, Frances Regina	Charlestown
Daly, Frances Elizabeth	Salem
Damsky, Beatrice	Lynn
Devine, Gertrude Frances	Marblehead
Dorr, Dorothy Alice	Winthrop
Druss, Mary	Malden
Ducas, Dorothy Isabel	Lynn
Duggan, Elizabeth Scanlan	Chelsea
Dwyer, Mary Helena	Peabody
Eichorn, Loretta Catherine	Mattapan
Evans, Florence Emma	Wakefield
Falvey, Laura Patricia	Charlestown
Fanning, Mary Agnes	Danvers
Feeney, Mary Ellen	Dorchester
Feldman, Sylvia Charlotte	Revere
Ficksman, Bertha	Chelsea
Finch, Avis Blennerhassett	Marblehead
Finley, Mildred Harris	Danvers
Finnegan, Florence Gertrude	Chelsea
Foss, Gertrude Mae	Lynn
Fowler, Alice Elizabeth	Lynn
Fowler, Hazel Mae	West Newbury
Frisch, Sadie	Lynn
Gandolfo, Mary Catherine	Lynn
Gibbs, Rose Irene	Revere
Goodman, Ida Helen	Dorchester
Grossman, Ida Marion	Lynn
Hammond, Grace Helen	Gloucester
Hanley, Agnes Barbara	Amesbury
Hanson, Mabel Elizabeth	Malden
Harding, Dorothy Lillian	Medford
Hargrove, Esther Marion	Arlington
Horne, Ruby MacGregor	Beverly
Horton, Vivian Hopkinson	Groveland
Hosman, Mary Virginia	Peabody
Jacqueline, Ruth Bourne	Everett
Katz, Berenice	Chelsea
Keating, Agnes Marie	Fall River
Kelso, Ednamay	Reading
Keville, Helen Marie	Amesbury
King, Muriel Pearson	Somerville
Kohler, Gertrude Ottilie	Somerville
Landers, Margaret Mary	Wakefield
Lipton, Esther	Malden
Locke, Mabel Robertson	Somerville
McCarthy, Mary Josephine	Somerville
McCullough, Elizabeth Conway	Saugus
McNamara, Margaret Elizabeth	Medford

* Deceased.

McSweeney, Abigail Harriet	Newburyport
Margolis, Pauline	Lynn
May, Elizabeth Bushen	Beverly
Maynard, Ruth Bertha	Pepperell
Melville, Rora Touraine	West Somerville
Millard, Mary Josephine	Salem
Mooney, Julia Agatha	Cambridge
Morgan, Margaret Mary	Somerville
Moriarty, Catherine Theresa	Lynn
Murray, Susan Elizabeth	Waverley
Niles, Mildred Eudora	Lynn
Noddin, Dorothy Marguerite	Beverly
Patten, Alice Claire	Cambridge
Peak, Kathryn Merrill	Somerville
Pearl, Marion	Lynn
Peterson, Alice Christina	Rockport
Pierce, Louise Mary	Arlington
Pitcoff, Jennie May	Salem
Polisson, Helene	Gloucester
Powers, Anna May	Everett
Ramin, Etta	Revere
Rooney, Mary Elizabeth	Lynn
Rubin, Florence Ruth	Chelsea
Sacks, Dorothy	Dorchester
Sheehan, Alice Josephine	Cambridge
Shipione, Louise	West Lynn
Shipp, Leonice Allan	Lexington
Sibley, Ruth Elizabeth	Somerville
Sigel, Lillian Charlotte	Somerville
Sojka, Nellie Jennie	Ipswich
Sousa, Loretta Mary	Somerville
Stasinopulos, Beatrice	Salem
Telford, Harriette Marie	Charlestown
Tilton, June Elizabeth	Topsfield
Tucker, Doris Evelyn*	South Essex
Tully, Clare Marie	Salem
Waldron, Mary Alice	Peabody
Wasenius, Elvi Bertha	Beverly
Weinstein, Adele Ada	Revere
White, Mildred Catherine	Salem
Wider, Katherine	Winthrop
Willis, Florence Annie	Amesbury
Wilson, Dorothy Mildred	North Reading
Woods, Ardelle Seaman	Danvers

Freshman Class

Angelo, Grace Georgiana	Somerville
Arata, Julia Angela	Somerville
Barry, Agnes Marie	Somerville
Bingham, Mary Ruth	Lawrence
Boyd, Louise	Lynn
Braude, Ruth Frieda	Revere
Brennan, Anna Frances	Chelsea
Brink, Cecille Dorothy	Salem
Camuso, Blanche Eleanora	West Medford
Clark, Katherine Ernestine	West Lynn
Coburn, Mary Florence	Belmont
Cohen, Etta	Chelsea
Colbert, Dorothea Adaire	Salem
Connors, Dorothy Elizabeth	Prides Crossing
Crosby, Grace Helen	Boston
Davis, Alice Lorraine	Medford Hillside
Day, Madeline Agnes	Lynn
Delano, Shirley Reid	Lynn

* Was a member of the school less than one-half of the year.

Dickerman, Minnie	Revere
Dineen, Catherine Mary	Lawrence
Di Virgilio, Mary Florence	East Lynn
Donovan, Margaret Elizabeth	West Somerville
Dooling, Ethel Frances	Peabody
Doyle, Dorothy Frances	Peabody
Doyle, Helen Marie	Peabody
Drago, Abbie Johanna	Somerville
Eells, Dorothy Louise	Revere
Evans, Mildred Louise	Assonet
Fitzgerald, Ethel Laurena	Chelsea
Flannigan, Dorothy Mary	Wakefield
Gentley, Grace Mildred	Beverly
Gilhooley, Marguerite Arlyne	Salem
Girard, Ruth Marion	Dorchester
Gilman, Ida	Salem
Glazier, Miriam Anita	Revere
Gorin, Ruth	Chelsea
Grayce, Marion Carol	Rockport
Goldburg, Edythe	Lynn
Gibbons, Gladys May	Melrose
Harrington, Ruth Geraldine	Somerville
Harrison, Mary	Malden
Incollingo, Adeline Marie	Methuen
Johnson, Anne Dorothy*	Pigeon Cove
Johnson, Helen Elizabeth	Rockport
Kane, Helen Glynn	Somerville
Keith, Grace Mary	Everett
Kelley, Lucy Faustina	Lynn
Kelley, Ruth Marian	West Somerville
Kelly, Helene Cecilea	Arlington
Kilfoile, Grace Mary	Stockbridge
Leyden, Isabella Margaret	Somerville
Leary, Helen Price	Arlington
Lee, Irene Gertrude*	East Lynn
Levenson, Bertha Beatrice	Chelsea
Lewis, Jeannette Dorothy	Chelsea
Little, Katherine Charlotte	Lynn
Lovejoy, Grace Elsie	Andover
McCaffrey, Anna Rita	Revere
McCarthy, Anna Louise	Peabody
McCarthy, Katherine Mary	Peabody
McKay, Helen Frances	Somerville
McMahon, Katherine Josephine	Peabody
Maguire, Marion Elizabeth	Lynn
Marcus, Celia Madeline	Revere
Maskell, Eleanor Ida	Revere
Maybush, Edith Florence	Cambridge
Melvin, Ruth Evelyn*	South Groveland
Meyers, Ruth Evelyn	Salem
Mingolelli, Mary Rose	Somerville
Moran, Minnie March	Malden
Nasella, Frances Lillian	Revere
Nasella, Teresa Lucille	Revere
Newcomb, Dorothy Elizabeth	Salem
Nakashian, Esther	Medford
O'Donnell, Mary Agnes	West Lynn
O'Keefe, Columbia Marjorie*	Revere
O'Keefe, Helena Agnes*	Revere
Oliver, Lucy Elizabeth	Gloucester
Ostreicher, Ruth Mildred	Malden
Patch, Charlotte Carrie	Byfield
Patten, Martha Hodgkins	Gloucester
Pedersen, Annie Karen	Greenwood
Perlmutter, Bella	Winthrop

* Was a member of the school less than one-half of the year.

Peters, Irene Marshall	Lynn
Polansky, Mildred Rose	Melrose
Prendergast, Anne Margaret	Lynn
Quigley, Edna Elizabeth	Gloucester
Rando, Josephine Frances	Lynn
Ray, Gertrude Edna	Winthrop
Rich, Marion Frances	Lynn
Robichau, Helen Frances	Beverly
Rutkauskas, Mary	Cambridge
Rust, Muriel Dorothy	Topsfield
Santos, Marie Betsey	Somerville
Shute, Eileen Florence	Georgetown
Silverman, Celia	Revere
Silversmith, Fay Eunice	Revere
Singer, Ruth Ida	Chelsea
Smith, Mabel Wilson*	Gloucester
Soroka, Pauline	Lynn
Staller, Esther	Winthrop
Staller, Sophie Leah	Winthrop
Staples, Edith Louise	Beverly
Supowitz, Dora	Chelsea
Tangard, Carrie Helena	Chelsea
Tashjian, Sarah	Somerville
Thompson, Edna Melissa	Revere
Thurston, Marguerite Davis	Gloucester
Tolvanen, Aili Anna Christine	Beverly
Tossell, Beatrice Isabelle	Gloucester
Visnick, Annie	Gloucester
Vezina, Doris Marie	Dorchester
Walsh, Margaret Cecelia	Cambridge
Whelan, Nora Marian	Lynn
Wischmann, Anna Elizabeth	Somerville
Wittenhagen, Helen Jean	Beverly
Woodbury, Helen	Salem
Woods, Edith Marion*	Reading
Woodward, Faye Virginia	Lynn
Zarohian, Agnes Arsick	Lynn

JUNIOR HIGH DEPARTMENT

Senior Class

Angelakis, Stella Helen	Lynn
Berkovitz, Bertha	Chelsea
Bond, Mary Louise	Everett
Carroll, Helen Elizabeth	Somerville
Castaline, Frances	Chelsea
Chandler, Frances Catherine	Somerville
Cheney, Isobel May	Winter Hill
Danc, Helen Elizabeth	Cambridge
Danskin, Alice Janet	Manchester
Dineen, Mary Margaret	Lawrence
Dupar, Eleanor Marie	Marblehead
Fleming, Catherine Marie	Salem
Fox, Gladys Marie	Cliftondale
Griffin, Rose Margaret	Lynn
Henderson, Irma Christine	Wilmington
Hughes, Evelyn May	Peabody
Kelley, Morton Frederick	Beverly
Kimball, Winifred Catharine	Peabody
Lawrie, Ethel McCord	Lawrence
Lynn, Elizabeth Gertrude	Chelsea
McCarthy, Anne Eugenia †	Beverly
McElligott, Katherine Mary	Manchester
MacKinnon, Florence Edna	Peabody

* Was a member of the school less than one-half of the year.
† Deferred diploma given November 9, 1928.

Meriam, Dorothy Robinson	Melrose
Messinger, Samuel	Peabody
Mitchell, Eileen Perry	Salem
Moody, Beatrice Daisy	Wakefield
Moran, Marion Catherine	Somerville
Morton, Doris May	South Peabody
Ostrer, Marion	Salem
Powers, Florence Mary	Cambridge
Sheehan, Doris Esther	Salem
Sheridan, Anne Connell †	West Somerville
Simon, Anna Winifred	Beverly
Stead, Olivia Mae	Cambridge
Stromdahl, Blanche Martha	Lynn

Sophomore Class

Batchelder, Grace Ellsworth	Peabody
Bourlon, Julie Mary Claire	Everett
Boyd, Abby Ellen	Essex
Brennan, Agnes Marion	Chelsea
Carlson, Segrid Helena	Saugus
Chaisson, Mildred Anna	Swampscott
Connell, Marguerite Murilla	Stoneham
Conroy, Madelyn Rita	Marblehead
Corey, Ruth Charlotte	Beverly
Dahlin, Lillian Annette	Lynn
Delay, Agnes Cathryn	Arlington
DeStefano, Delfina Anna	Belmont
Dillon, Helen Teresa	Malden
Evans, Dorice Safford	Newburyport
Fallon, Mary Catherine	Salem
Ferguson, Olga Geneva	Boston
Finn, Mary Dorothy	Lynn
Fitzgerald, Margaret Kathryn	Salem
Fogel, Julia	Winthrop
Foster, Dorothy Reed	Lexington
Gilman, Abraham Nathan	Peabody
Goldberg, Pearl	Lynn
Golden, Marguerite	Chelsea
Goldthwait, Pauline Ella	Peabody
Gordon, Martha Yetta	Lynn
Gordon, Sidney Fremont	Danvers
Harkins, Grace Isabelle	Somerville
Harrington, Veronica Louise	Melrose
Hartigan, Eleanor Frances	Salem
Horgan, Nellie Theresa	Peabody
Johnson, Constance Florence	Everett
Kelly, Alice Agnes	Salem
Kilroy, Katherine Cecilia	Lynn
Larkin, Carolyn Gray	Salem
MacMahan, Ruth Elizabeth*	East Boston
Marks, Mary Josephine	Lynn
Martin, Doris Birdelle	Roxbury
Mekelburg, Rebecca Carolyn	Chelsea
Moran, Harriet Elizabeth	Amesbury
Morris, Margaret Costey	Quincy
Mugridge, Marion Frances	Danvers
Mullen, Frances Eleanor	Somerville
Murray, Eileen Patricia	Beverly
Nolan, Mary Eleanor	Lynn
O'Hearn, Marie Eleanor	Gloucester
Petrucci, Mary Elizabeth	Winthrop
Priest, Mae Gertrude	East Saugus
Ranen, Ruth Eva	Lynn
Read, Gladys Jennie	Manchester

† Deferred diploma given November 9, 1928.
* Was a member of the school less than one-half of the year.

Roach, Frances Bernardine	Wakefield
Sherman, Henrietta Helen	Revere
Smith, Clarice Mary	East Lynn
Smith, Edith Wilcox	Lawrence
Talbot, George Cadigan Lawrence	Medford
Tilford, Gladys Walker	Salem
Tivnan, John Francis	Salem
Votta, Catherine	East Lynn
Wall, Lillian Martin	Lynn
Weissman, Sophie	Chelsea
Whitehouse, Esther Louise	Reading
Williams, Irene Anne	North Amherst

Freshman Class

Bilichi, Mary Agnes	Wakefield
Bova, Catherine Laura	Lawrence
Bowman, Ruth Meriam	Beverly
Buffum, Dorothy Emma	Arlington
Burke, Helen Elizabeth	Beverly
Ciolek, Alice Catherine	Ipswich
Ciolek, Stella Marion	Ipswich
Cohen, Eva*	East Boston
Egan, Mary Elizabeth	Somerville
Fleet, Ada Elizabeth	Beverly
Flynn, Marie Gertrude	Peabody
Foley, Anna Marie	Salem
Gauthier, Laura Louise	Salem
Goff, Ruth Elizabeth	North Andover
Griffin, Gertrude Elizabeth	Lynn
Grodzicki, Mary Pauline	Amesbury
Gwynn, Florence Nichols	Beverly
Johnson, Evelyne Craig	Rowley
Kennedy, Grace Magdalen	Lawrence
Lane, Genevieve Agnes	North Andover
Lappas, Ida Frieda	Peabody
Leckar, Leo	Chelsea
LeLacheur, Diana Barbara	Danvers
McAuley, Margaret Georgina	Somerville
McCarthy, Marie Edwina	Amesbury
McCarthy, Regina Marie	Lawrence
McManamin, Helen Frances	Wakefield
McManus, Florence Catherine	South Lynnfield
Macdonald, Catheryn Jane	Gloucester
Motyka, Olympia Balwina	Adams
Mrose, Mary Emma	Malden
Murphy, Rosalie Marie*	Salem
Murray, Madaline Dorothy	Salem
Nolan, Leonard Francis	Danvers
Nutter, Barbara Towle	Reading
Perry, Minnie Shirley	Gloucester
Pitkin, Virginia Abigail	Salem
Powers, Alice Margaret	Gloucester
Quinn, Emily Katherine	Gloucester
Randazzo, Frances Jennie	Lynn
Reardon, Ruth May	Lynn
Salvatore, Flavia Constance	Lynn
Scheuren, Harriet Irene	Beach Bluff
Serrilla, Rita Margaret	Lexington
Shea, Mary Ellen	Danvers
Shea, Muriel Burroughs	Wakefield
Shirls, Alice Elizabeth	Lawrence
Shnirman, Rose	Peabody
Spalke, Emma Pauline	Lawrence
Tebo, Catherine Elsie	Gloucester

* Was a member of the school less than one-half of the year.

Thoren, Margaret Lucia	Orange
Tierney, Kathleen Theresa*	Beverly
Voyer, Janet Sylvia*	Salem
Wallner, Aina Helen	Lynn
Welch, Elizabeth Anne	Beverly
Welch, Helen Dorothea	Revere

COMMERCIAL DEPARTMENT

Senior Class

Alcock, Esther Sallie	Cambridge
Atwood, Elizabeth June	Belchertown
Brennan, Winifred Anna	Revere
Buckley, Frederick Augustus	Lynn
Burwell, Myra Lois	Cliftondale
Cadigan, Mary Julia	Beverly Farms
Carter, Rebecca Margaret	South Essex
Cohen, Ruth Lillian	Salem
Cunningham, Doris Eleanor	Newbury
Danforth, Dorothy Mae	West Peabody
Davis, Ruth Evelyn	Marblehead
Freeman, Catherine	Salem
Hart, Charles Edward	North Abington
Hawley, Helen Marie	Holyoke
Holt, Gertrude May	South Gardner
Honohan, Veronica Elizabeth	Walpole
Howe, Persis Fosgate	Millbury
Ingalls, Arthur Henry	Gloucester
Kelleher, Madeleine Margaret	Gilbertville
Laird, Catherine Helen	Saugus
Mayer, Flora Lillian	Holyoke
Merchant, Pauline Spear	East Weymouth
Morrison, Bertha Florence	East Saugus
Obear, Marjorie Gladys	Gloucester
Perry, Marion Louise	Holyoke
Peterson, Hilja Emily	Pigeon Cove
Richardson, Olive Eveland	Salem
Risman, Grace	Lynn
Snow, Doris Virginia	Manchester
Socorelis, Alice Bertha	Westford
Thatcher, Carolyn Ainsworth	Gardner
Ward, Dorothy Jane	Lowell
Watman, Joseph, Jr.	West Lynn
Welch, Charles Henry	Salem
Wentzell, Marie Ruth	Peabody
Wickman, Bertha Sophia	Gardner

Junior Class

In accordance with the requirements stated on page 9, paragraph 7, the members of this class are during one-half of this year employed in business offices under the general supervision of the school.

The following were employed in offices during the first half-year:

Bixby, Gladys	Lowell
Bradley, Florence Isabel	Newburyport
Canty, John Murray	Charlestown
Carlin, James Francis	Peabody
Chisholm, Isabel Gertrude	North Dighton
Cook, Thelma Mae	South Bellingham
Desmond, Elizabeth Rita	Newtonville
Dozois, Jeanne Marie	Lowell
Driscoll, Viola May	Cambridge
Galper, Abraham Sidney	Salem
Gilbert, Doris Adeline	Salem
Katz, Hyman	Pittsfield

* Was a member of the school less than one-half of the year.

Looney, Mary Thomasina	Swampscott
Macione, Augustus Paul	Peabody
Mann, Evalyn Elizabeth	East Templeton
Murphy, Mary Agnes	Topsfield
Orton, Albert James	Salem
Regish, Anna Mary	Easthampton
Smith, Marion Victoria	Worcester
Smith, Ruth Inman	Marion
Tenenbaum, Bessie	Lynn
Waxman, Samuel	Lynn
Wernick, Anna	Holyoke

Sophomore Class

Arthur, Beatrice May	North Plymouth
Bacevice, Ethel Agatha	Lynn
Bates, Gladys Elizabeth	Williamstown
Burke, Jacquelyn Marie	Medford
Carmel, Helene Virginia	Pittsfield
Carter, Donald Copeland	Reading
Clarke, Edith Avis	Beverly
Clothey, Edith Webster	Byfield
Cosgrove, George William	Lynn
Crane, Madaleine Hope	Danvers
Dudley, Louise Edith	Milford
Flynn, Katherine Clare	Worcester
Flynn, Thomas Francis*	East Boston
Garrison, Edythe Thelma	Lynn
Goodman, Nathan	Lynn
Johnson, Rachel Ardelle	Pigeon Cove
Kantrovitz, Goldie	Chelsea
Kimball, Dorothy Martin	Hopedale
Little, Priscilla Norwood	Newburyport
McMorrow, Mary Agnes	Lawrence
Marx, Irene Katherine	Holyoke
Netto, Mary	Lowell
Perkins, Elizabeth James	Essex
Polishook, William Martin	Dorchester
Sears, Margaret Frances	Rockport
Smith, Eleanor Lee	Malden
Thibodeault, Gertrude Mary	Marblehead
Weinstein, Barney	Salem
Weinstein, William Louis	Peabody

Freshman Class

Altieri, Frances Virginia	Newton
Baranowski, Sophie Catherine	Easthampton
Brown, Emily Jaques	Rowley
Clark, Florence May	East Lynn
Chaisson, Anne Elizabeth	Norwood
Cohen, Israel	Salem
Connelly, Catherine Bernice	Jamaica Plain
Conley, Mary Patricia	Danvers
Curtis, Lillian Muriel	East Lynn
Donahue, Helen Theresa	Lawrence
Ernst, Dorothy Ruth	Gloucester
Feldman, Evelyn Edna	Lowell
Goldman, Elizabeth	Lynn
Goodwin, Katherine	Townsend
Goren, Rose	Dorchester
Heckman, Margaret Dillon*	Gloucester
Henderson, Helen Adelaide	Orange
Horrigan, Mary Leahy Catherine	Gardner
Kiember, Alice Mary	Holyoke
Lucia, Dorothea Belinda	Groton

* Was a member of the school less than one-half of the year.

McCarthy, Honora Albina*	Groton
Macdonald, Marion Nunn	Gloucester
Michaelson, Esther	Haverhill
Muniz, Roland Francis	Gloucester
Murphy, Evelyn Anne	Gloucester
Nyman, Mildred	Lynn
Oldfield, Gretchen Rushworth*	Methuen
Polombo, Emile Robert	Lynn
Powers, Catherine Alice	Gloucester
Rose, Mildred	Gardner
Russin, Mamie	Hudson
Richards, Anna Lillian	Lowell
Santamaria, Catherine	Revere
Simons, Gladys Shirley	Lowell
Suzedell, Nellie	Lawrence
Tenenbaum, Lena	Lynn

SPECIAL EDUCATION DEPARTMENT

Special Course — One Year

Bellew, Mary Ellen	Peabody
Lynch, Mary Rose	Lowell
Pasukonis, Mary Cassie	Rowley
Small, Virginia Dustin	Harwich Centre

* Was a member of the school less than one-half of the year.

SUMMARY

	Returning	Entering	Totals by Classes	Totals by Departments
Elementary department:				
Senior class	115	2	117	
Freshman class		120	120	237
Junior high department:				
Senior class	34		34	
Seniors out of course	2[1]		2[1]	
Sophomore class	61		61	
Freshman class	1	55	56	153
Commercial department:				
Senior class	36		36	
Junior class second half-year only	23[2]		23[2]	
Sophomore class	29		29	
Freshman class			36	124[2]
Special education department:				
Special course, one year	2	2	4	4
	303[2]	215	518[2]	518[2]

Whole number of students from opening of school	9,288
Whole number of graduates (corrected)	5,431[3]
Number of certificates for one, two, or three years (corrected)	196[4]
Total enrollment in training school for year ending June 30, 1928	379

[1] Received deferred diploma, November 9, 1928.
[2] Employed in business offices during the first half-year.
[3] Of whom 10 have received two diplomas.
[4] Of whom 1 received two certificates, and 30 received diplomas and are included in the total number of graduates.

OFFICERS OF THE SALEM NORMAL ASSOCIATION

1928-1931

		CLASS
President	Esther Hacker Kelley (Mrs. Henry R. Mayo), 4 Prescott Road, Lynn	88
Vice-President	Nellie Stearns Messer, 15 Oliver Street, Salem	89
Recording Secretary	Ethel Marie Johnson, 11 Burrill Avenue, Lynn	88
Corresponding Secretary	Mary Elizabeth Shatswell, 13 Spring Street, Salem	90
Treasurer	Winifred Pickett Upton, 10 Highland Avenue, Beverly	89
Custodian of Records	Jessie Putnam Learoyd, 13 Oak Street, Danvers	51
Auditor	Gilman Clifton Harvey, 17 Leonard Street, Annisquam	103
Directors	Agnes Veronica Cragen, 6 South Pine Street, Salem	89
	Flora Jennie Sibley, 117 Federal Street, Salem	51
	Grace Eliza Hood, 10 Liberty Street, Salem	92
	Ruth Armstrong Herrick, 12 Vine Street, Manchester	106
	Alice Gertrude Barrett, 303 Waverly Street, Belmont	85
Nominating Committee	Edith Susan McCurdy, 185 Lothrop Street, Beverly	99
	Susan Lakeman Lord (Mrs. I. Gilbert Holmes), Hotel Lafayette, Salem	70
	Margaret Angela Henry, 312 Lafayette Street, Salem	113
	Daniel Francis Harrigan, Jr., 135 Lynn Street, Peabody	113
	Anna Florence Gragg (Mrs. R. F. Homan), 8 Pierce Street, Marblehead	84

The association holds a triennial meeting. The next meeting will be held at the school in June, 1931.

Publication of this Document approved by the Commission on Administration and Finance
2200. 4-'29. Order 5417.